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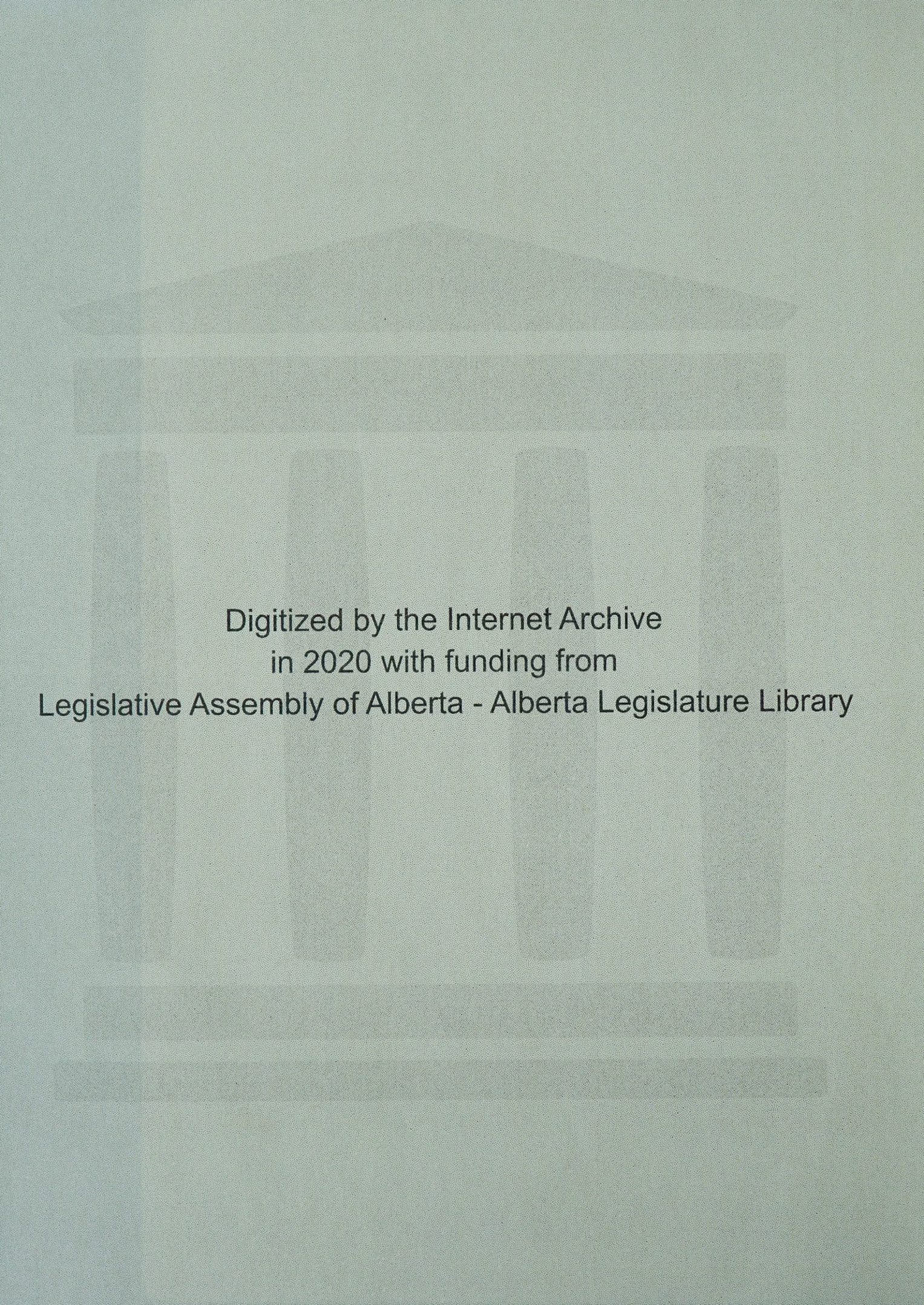
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EDUCATION
THE SIXTY-FOURTH ANNUAL REPORT
ALBERTA DEPARTMENT OF EDUCATION
'69



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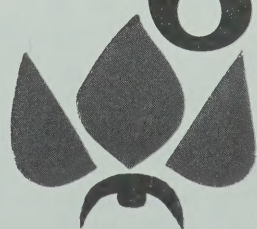
THE
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-FOURTH
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ALBERTA DEPARTMENT OF EDUCATION

'69



Note:

This year the Department of Education Annual Report comes in two parts. This section, (Part One), constitutes the general consolidation of information concerning the department, exclusive of detailed statistical tables and other information.

The Supplement, (Part Two), is available separately, and contains the detail that has been included in the single volume of past years.

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EDMONTON, ALBERTA, 1970



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Edmonton, February 1, 1970

**To His Honour,
J. Grant MacEwan,**
Lieutenant Governor of the Province of Alberta.

Sir:

I have the honour to transmit the Annual Report of the
Department of Education for the School year 1968-69.

I remain, Sir, your obedient servant,

Robert C. Clark,
Minister of Education.



Report of the Deputy Minister

To The Honourable R. C. Clark

Minister of Education
Edmonton, Alberta

I have the honour to submit the Annual Report of the Department of Education for the school year ending June 30, 1969. Statistical information relative to the financial operations of school boards covers the calendar year of 1968.

The most significant piece of legislation during the 1969 session of the Legislature was The Colleges Act. This Act provided for the establishment of a Colleges Commission with broad powers for the distribution of support and the control of programs within the college system. The components of the college system are to be various junior college boards, provincially appointed and charged with the responsibility of operating colleges under terms not too dissimilar from those defining the powers of previous college boards.

Provision has been made in the legislation for including within the system such other post-secondary institutions as the Technical Institutes and the Agricultural and Vocational Colleges.

Several important studies were initiated throughout the year which will reach fruition at later dates. It is expected that the findings of these studies will influence provincial administration markedly in the years ahead.

The Worth
Commission

The most significant of these studies is that to be undertaken by Dr. Walter Worth, a former Vice-President of the University of Alberta. This Commission has been charged with the responsibility of identifying and projecting social and economic trends in the Province and, against this backdrop, assessing the educational needs of the Province in all phases of public education; preschool, elementary and secondary, post-secondary, and continuing education. This inquiry constitutes an excursion into educational planning for at least a decade ahead, more comprehensive and future-oriented than any such previous study undertaken in the Province. The Commission will make its report within the next three year period.

The Minister's
Committee on
School Finance

A special committee appointed by the Minister, and representative of interested organizations, has undertaken a study of the Province's financial plan, that is, the Foundation Program. The Committee is expected to review the functioning of current procedures and make such recommendations for change as it deems desirable. The report is to be completed by September of 1969.

The Study
on School
Construction

The Department has commissioned a firm of consulting engineers (Reid, Crowther & Partners Ltd.) to undertake an analysis of school building practices throughout the Province. The purpose of the study is to work towards increased standardization with a view to decreasing building costs.

Revision of the
School Act

During the early months of 1969 the Minister appointed a special committee to prepare for the consideration of the Legislature a revision of The School Act. Mr. Bryant Stringham, Superintendent of Schools, was appointed to chair the Committee and to undertake the first steps in a complete revision of the law governing the operation of the Alberta school system. It is anticipated that after wide discussion among Alberta citizens, the proposed revision will be presented to the Legislative Assembly during its 1970 session.

Respectfully submitted,

T. C. Byrne
Deputy Minister.



Report of the Chief Superintendent of Schools

(R. E. Rees)

The Chief Superintendent of Schools, as head of the Division of Instruction, coordinates the work of the Division which is responsible for directing the provincial school service and for maintaining desirable standards of instruction and achievement. The organization of the Division is shown elsewhere in this report; in separate sections of the Annual Report, significant services of the Division are covered in some detail.

Because of the marked increase in school population during recent years, organizational changes and a re-delegation of duties have been necessitated in this Division. The many facets of the educational endeavour for which the Chief Superintendent is responsible have increased to the point where it was found necessary to group various duties and assign these to branches, each under the charge of a director. This process of delegation made it necessary to establish ample and adequate channels of communication in the interests of informing all persons in the Division about the total operation. With this as an objective, monthly staff meetings were held for all persons above the clerical classification and, in addition, frequent consultations were carried out with directors, associates, and branch heads. Likewise, regular contact was maintained with other divisions and officials of the Department.

During the year just completed some considerable reorganization took place in the Curriculum Branch. These changes are given in detail in the report on Curriculum Development.

The General Curriculum Committee was not reconstituted, and new ways of providing direct participation by the public in the development of curricula were provided in the newly-constituted Minister's Advisory Board on Curriculum and Instruction. This Board is made up of lay members only, is presided over by the Chief Superintendent of Schools, and has as its secretary the Director of Curriculum.

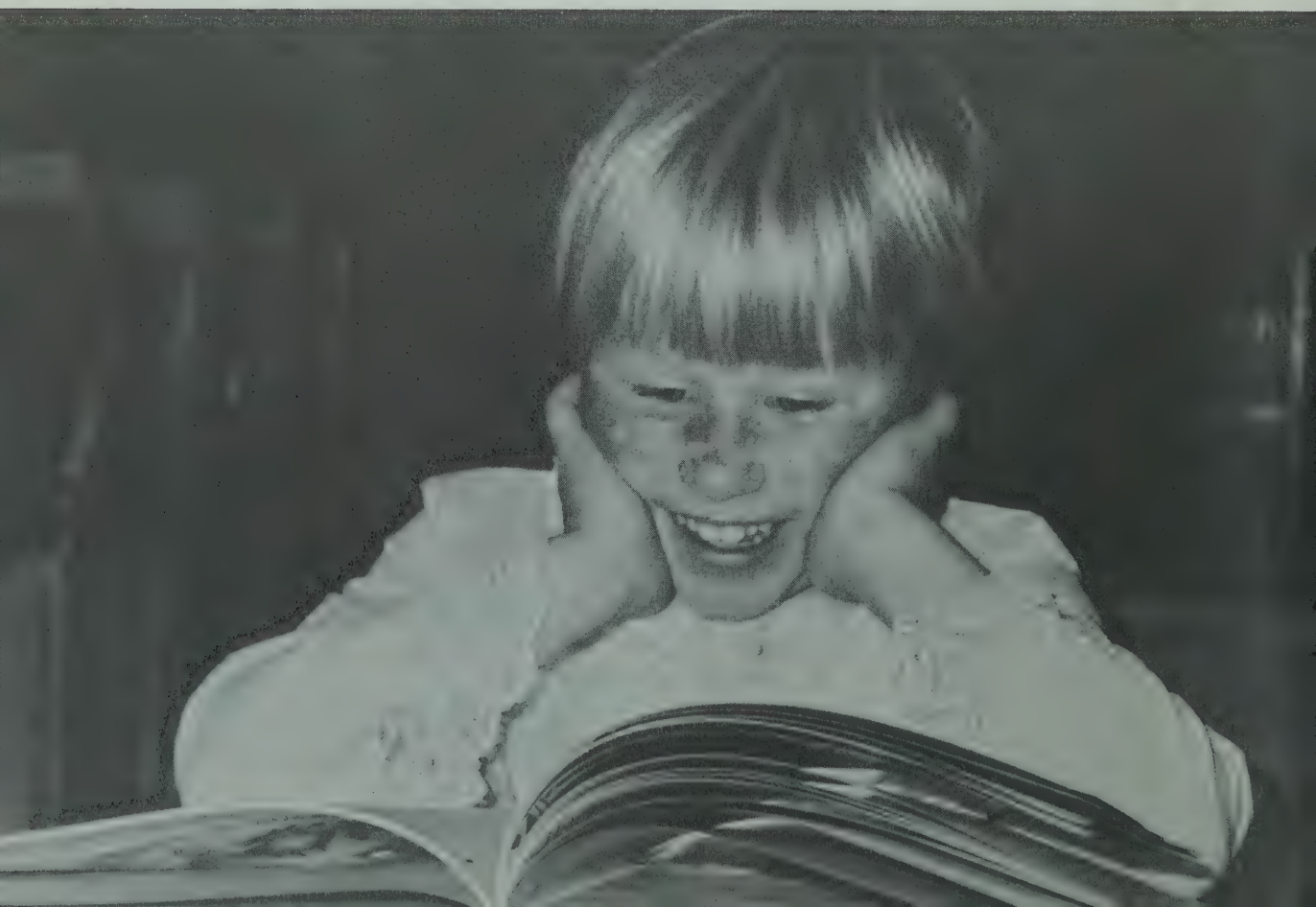
Changes in the state of knowledge and in our societal structure continue to be made rapidly and superintendents, realizing this, continue to seek further education and new points of view through taking a year or two of educational leave, or alternately, attending summer schools — upwards of a dozen superintendents pursue university studies each summer. The zone organization of superintendents is also designed to keep superintendents abreast of current information through supporting six superintendents annually, one from each zone, for attendance at educational conferences of national scope anywhere in Canada and the continental United States. The annual conference is basically an in-service education device presenting up-to-date information and providing an opportunity for the exchange of views. To promote communication and the exchange of educational opinion, superintendents spend seven days annually in group sessions, four of which are devoted to zone activities and the other three to the annual conference which all instructional employees attend.

EDUCATIONAL CLIMATE

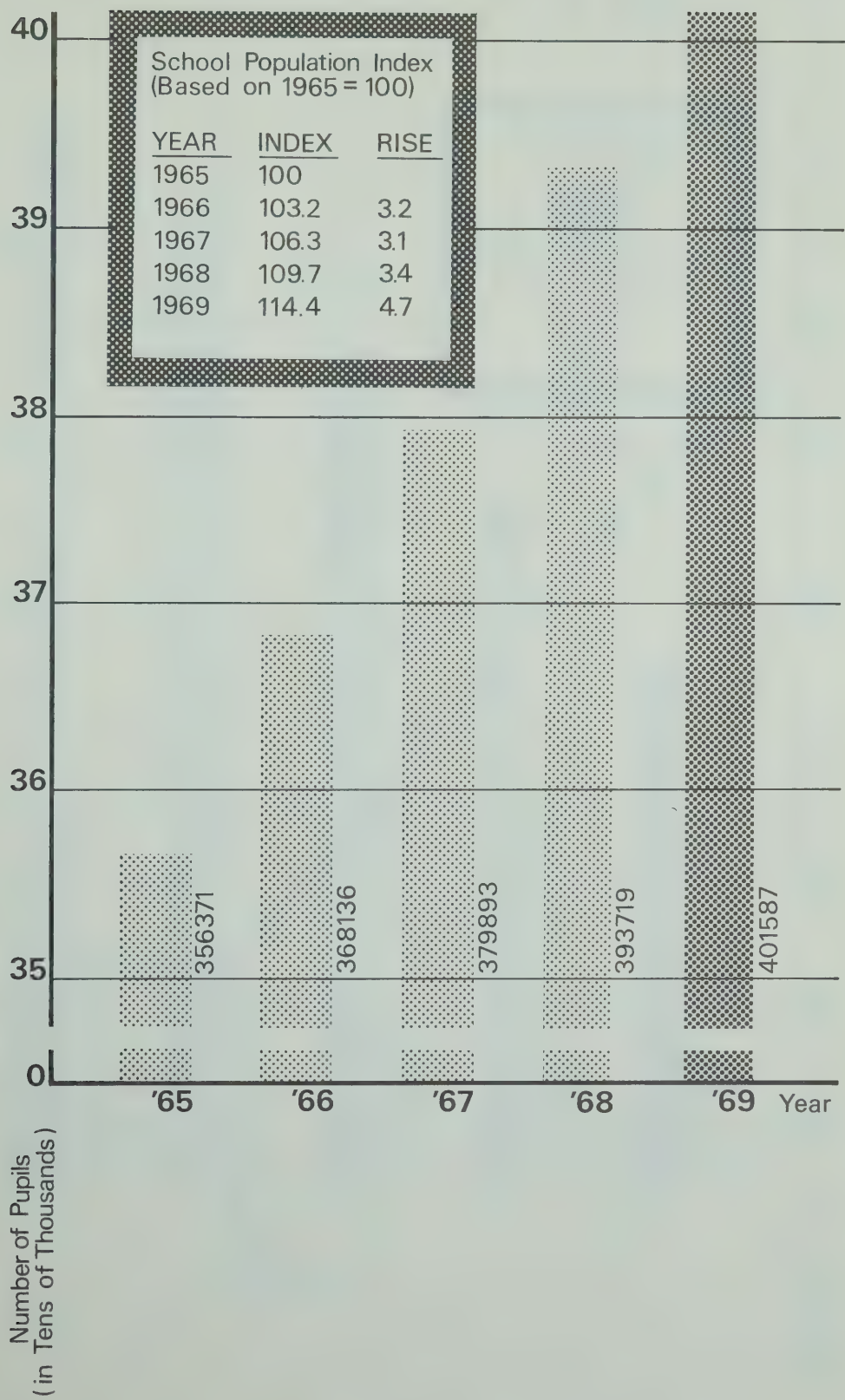
★★ In 1969, public education was provided under the following circumstances:

- ☆ A growing school population
- ☆ A greater concentration of services to urban centers
- ☆ A rapid rise in the senior high school population
- ☆ A considerable increase in the costs of educational services

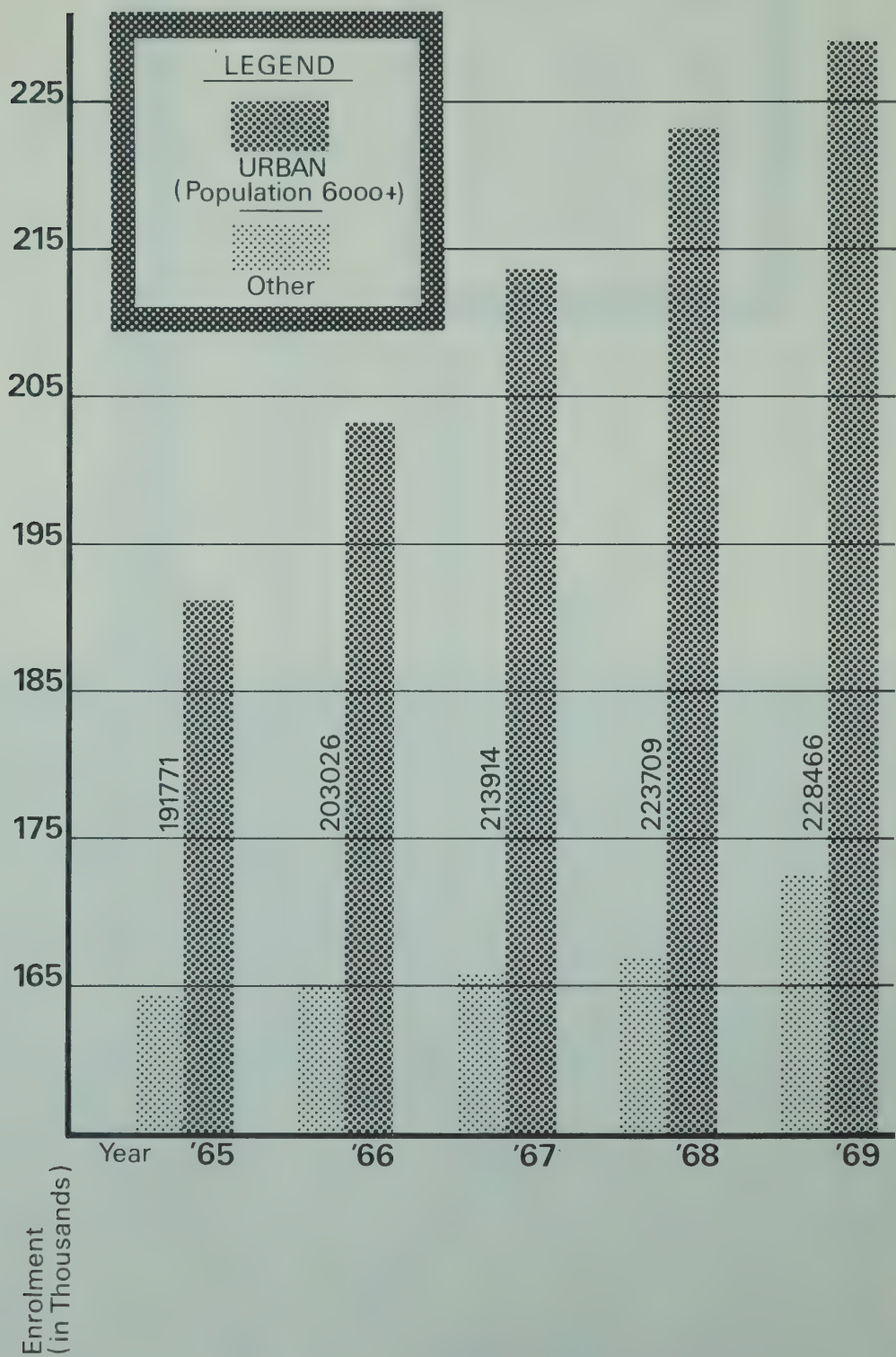
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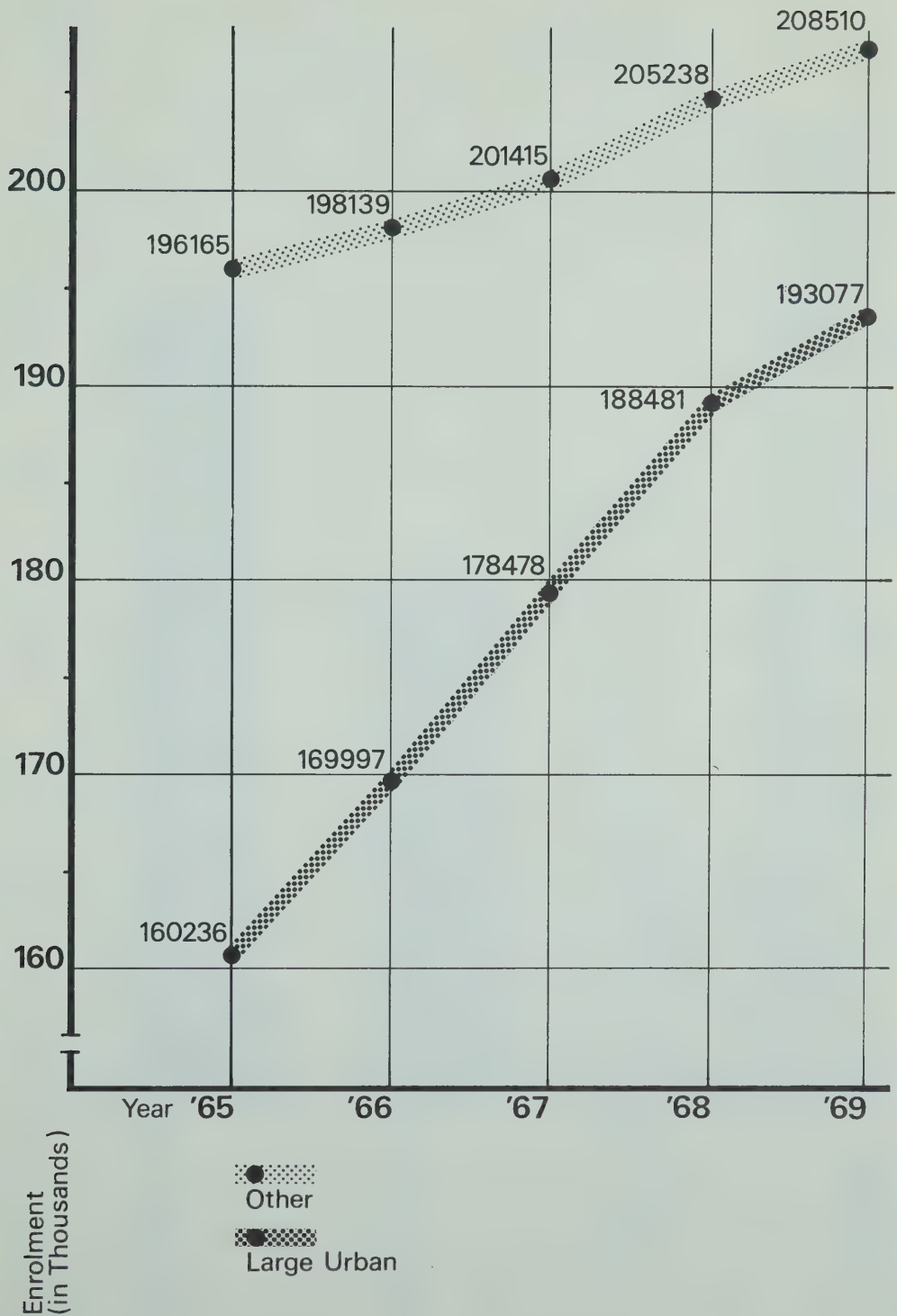
SCHOOL POPULATION CONTINUED
TO INCREASE AT A RAPID RATE



FROM 1965 TO 1969 URBAN SCHOOL POPU -
LATION ROSE RAPIDLY WHILE RURAL GROWTH
WAS SLOWER

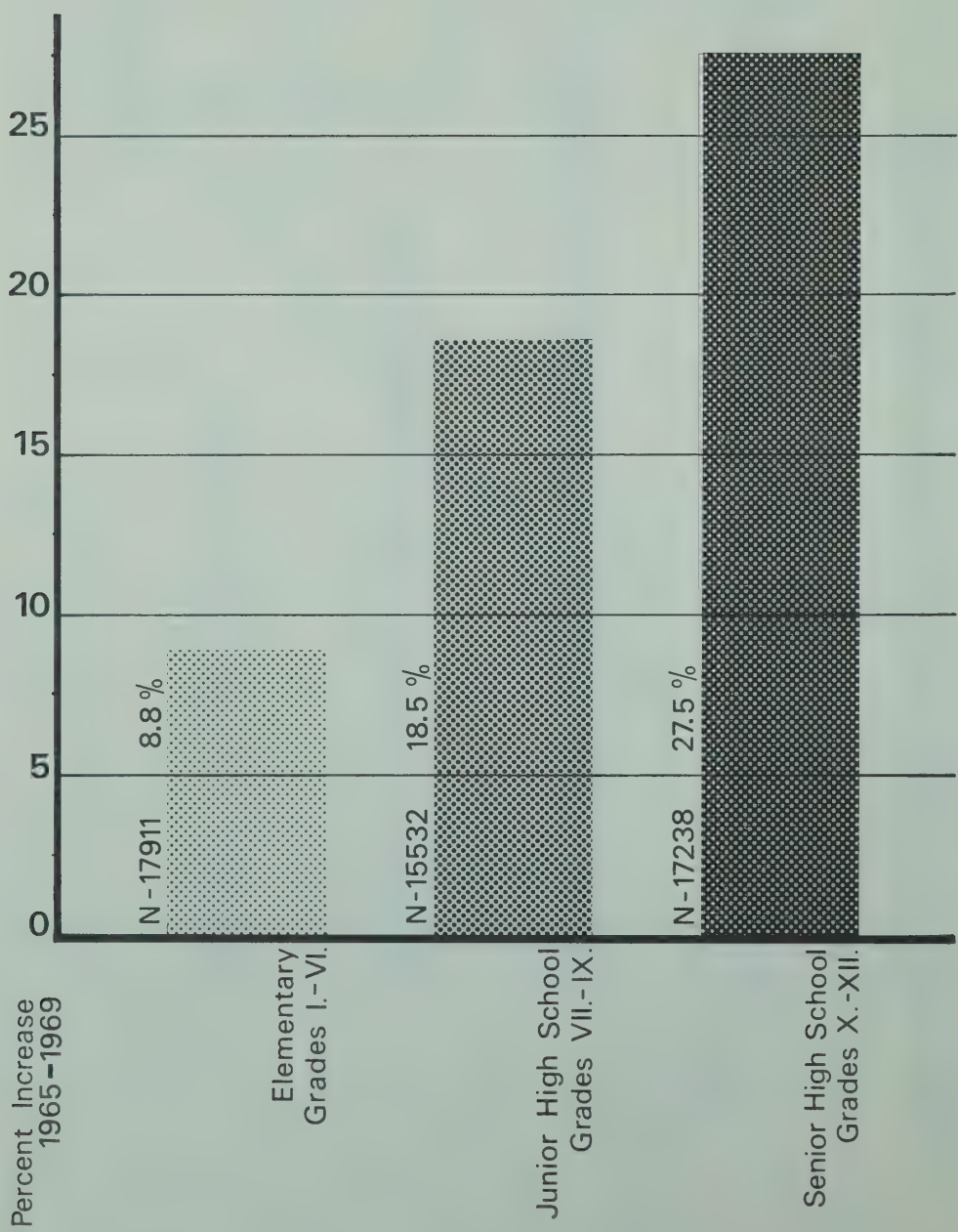


LARGE URBAN CENTERS ACCOUNTED
FOR MOST OF THE RAPID GROWTH IN SCHOOL
POPULATION

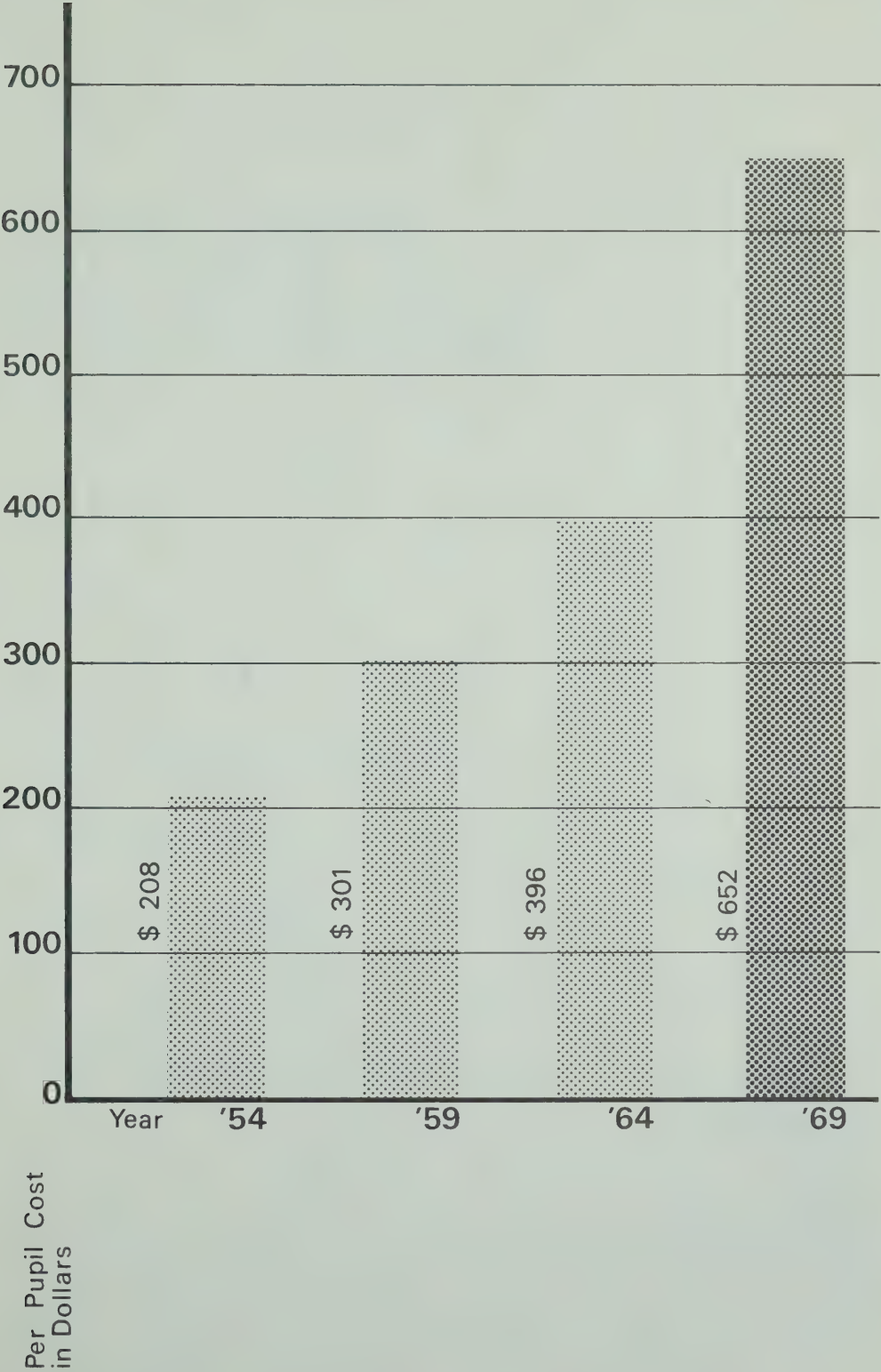


FROM 1965 TO 1969

HIGH SCHOOL POPULATION ROSE 27.5 %
JUNIOR HIGH SCHOOL POPULATION ROSE 18.5 %
ELEMENTARY SCHOOL POPULATION ROSE 8.8 %



IN 1969 IT COST \$ 256 MORE THAN IN 1964
TO EDUCATE EACH PUPIL



SCHOOL PROGRAM

- ★★ Standards of instruction
- ★★ City schools
- ★★ Rural schools
- ★★ Special projects
- ★★ Vocational education



Standards of Instruction In the Elementary Schools

- Language Instruction in Language was reasonably effective particularly at the primary level, but instruction in some instances placed too much emphasis on written expression and not enough on speaking and listening. The series of Language texts in use in the upper elementary grades left much to be desired.
- Music The quality of instruction varied considerably. Where teachers skilled in music instruction were available, music was well taught, but more often the music program suffered under teachers who were either not trained or not interested in music or both.
- Physical Education The most effective instruction was given by teachers recently graduated from university who had majored in physical education, and were using the new curriculum guide; or those who had in-service training under the Provincial Supervisor of Physical Education.
- Reading The reading program was materially assisted by an emphasis on individual instruction, the use of a wide variety of instructional aids and the effective use of improved libraries.
- Science The inquiry approach, where used, has assisted greatly in the effectiveness of science instruction. Considerable in-service training in this approach has been carried out during the year.

Standards of Instruction In the Junior High Schools

- French Some schools were fortunate in having the services of well-qualified, bilingual teachers. Where the teacher was somewhat short of being fluent in spoken French, this deficiency was frequently overcome through the use of tapes, recordings and language laboratories. In some schools instruction was not as effective as it might have been because all students were compelled to take French as an elective.
- Home Economics Many schools were unable to offer home economics because either facilities or teachers were not available. Where it was taught, it was taught well.
- Literature Rarely was any serious attempt made to incorporate literature as part of the total language program. The series of texts, *Safaris*, was well received.
- Mathematics Instruction in mathematics was generally of a high caliber. It was enhanced by considerable in-service training, although teachers of mathematics were usually well-qualified. Many of these teachers, however, thought that both of the authorized series of mathematics textbooks were too difficult for the less able students. Although the course had been shortened, many teachers found it difficult to complete the required program by the end of the year.

Reading Many teachers were ill-prepared to teach reading in junior high school and the resulting instruction was ineffective.

Significant Developments and Persistent Problems

Among the significant developments most frequently reported were:

1. Head-start programs
2. Increase in the use of television and other audio-visual media in instruction
3. The use of teacher aides
4. Continuous progress plans
5. Integration of Indians into the school system
6. Amalgamation of public and separate schools.

The persistent problems included those connected with

1. Financing the new curriculum
2. Educating Metis children
3. Centralizing school facilities.

Standards of Instruction in Senior High Schools

(A Consolidation of High School Inspectors' Reports by L. W. Kunelius)

English The English offered in most schools consisted of English 10, 20, 30 and Literature 21 for matriculation students and English 10, 23, 33 for non-matriculation students. Many schools offered one or more additional electives but these were seldom developed as enrichment courses for students with special interests; they were often available only to matriculation students. Except for English 10, where literature and language tended to be taught as separate entities and in strict textbook fashion, instruction was generally effective. Teachers often used the inquiry approach, utilizing library resources and student-centered activities, which led to individualized learning. Some outstanding instances of modifying courses to meet the needs of varied student groups were observed in urban schools. Very heavy enrolments sometimes discouraged such modification. English 23 and 33 were being well received. Language 22 was gaining popularity but Reading 10 was found to be ineffective. The latter needs revision, placing emphasis upon the corrective aspects of reading. The prestige of the matriculation courses continued to dominate the thinking of many teachers, parents and students. This sometimes led to rigid placement of students. Many schools attempted to secure homogeneity within classes by assigning students on the basis of previous overall achievement. Homogeneous grouping on this basis led to little evidence of any differences in instruction among the classes and was felt to be undesirable except in those instances where teaching was highly individualized, and flexible regrouping occurred within classes.

A decreased emphasis upon in-service work in English was noted, although some urban systems had excellent projects in progress. Sound in-service work continued to be conducted by the English Council of the Alberta Teachers' Association, and its English Commando team was well received wherever it visited. School authorities

gave encouragement to teachers to keep acquainted with new trends and developments by sponsoring them to attend conferences, workshops and summer short courses.

Social Studies

Among teachers of social studies there was growing awareness of the need to introduce changes in procedures, emphases and treatment of content in their courses. Although the majority of high school social studies classes tended to be taught in a traditional textbook-centered manner, emphasizing mastery of specific content, there was also much teaching which was inspiring, challenging and productive of critical thinking on the part of students. A definite trend was noted among teachers to become more knowledgeable concerning current thought in social studies education and to undertake presentation of courses in a manner that would make them relevant to today's students and help them to develop useful skills for social living. Such teachers, who were still a minority, achieved differentiation through individual assignments, individual and small-group investigation, a variety of resource materials, and evaluative measures designed to assess several aspects of student growth.

In schools which followed a policy of "streaming", students were assigned to classes according to criteria often unrelated to ability or interest in social studies. It would appear that an optimum social studies program should allow students of varying abilities and attributes to study together, each contributing in terms of his native endowments and experience. This would require learning situations which featured student initiative and enquiry.

Mathematics

During the year, three general patterns of mathematics, each designed to provide relevant courses to three broad groups of students in terms of ability and interests, continued to be offered as follows: matriculation (Mathematics 10-20-30-31), technical vocational (Mathematics 12-22-32), and business vocational (Mathematics 11-21). Large urban schools offered, in addition, locally-developed courses for specific groups of students. Although the program as a whole had served fairly well in the past, shortcomings pointed to the need for continued revision of the entire program. This was most apparent in the second and third patterns, where traditional texts were becoming out-of-date as students with a grounding in the "new" mathematics were entering high school. Moreover, Mathematics 11 and 21 at present contain very little mathematics as such while stressing a review of the fundamentals of arithmetic. In this, students found little motivation or interest.

Instruction in mathematics improved with increasing teacher acquaintance of the new mathematics and with greater adaptation of the courses to meet individual needs. The latter has included varying the amount or type of materials selected for study, permitting students to work at their own pace, and providing enrichment assignments to some.

Students were generally assigned to patterns and classes in mathematics on the basis of their educational or vocational choice and their past achievement. In addition to the prerequisites set out in the high school handbook, some schools required certain minimum stanine

ratings in the six major subjects of Grade IX for admission to a given program and to its associated mathematics. This requirement of an average overall achievement in previous mathematics courses sometimes resulted in improper placement of students.

There was less in-service activity than in previous years. However, activity and membership in the Mathematics Council increased during the year and the growing mathematics shelf in the school library found more use.

Biology The revision in the biology program permitted students to begin their study in Grade X as well as to have a choice of one or more areas from among three sciences. The result was increased enrolment and interest in biology with some decrease in Physics 10 and Science 11. In some schools, this led to overtaxed laboratory facilities, which encouraged a reliance upon the textbook approach. Some dissatisfaction was voiced with the new courses as they were presently organized, but the proposed revision was expected to meet the objections.

The standard of instruction was generally reported as very satisfactory. There were more well-qualified, and often young teachers; better laboratory facilities were provided; there was increased use of the laboratory and of visual aids and increased utilization of the local environment through field trips. Nevertheless, the textual approach often tended to persist rather than give way to the development of concepts and a familiarity with the methods of science. This was more evident in Biology 30, which has a final external examination. Though evidence of adaptations to meet varying student needs were infrequent, in several schools teachers were found to be encouraging students to carry out interesting and valuable projects which provided individual students with opportunities for pursuing biological topics in which they had special interests.

Chemistry A marked improvement in the teaching of chemistry was noted. Laboratory facilities were extended or improved; more equipment was acquired; teachers were making more use of transparencies and other visual aids; two revisions of CHEM study appeared and an alternate route to that of CHEM study was available in Grades X and XI. Teachers were less bound to the textbook while making modifications to better meet student differences. They were kept informed of the latest curriculum developments. Conventions provided another means of information and discussion.

Physics With the introduction of the Stollberg and Hill text as an alternate to the P.S.S.C. Physics, two modern and sequential programs for Physics 10-20-30 became available. In one zone, virtually all schools chose the new program while in others the P.S.S.C. text found wider popularity. Enrolment in physics tended to decline in favour of biology, which became available in Grade X. One zone reported that loss of interest in physics was such that some schools may discontinue offering it because small enrolments and classes do not justify the necessary expenditures. There was also a lack of qualified teachers in the smaller schools, where they were obliged to teach several subjects. However, in the larger schools the teachers generally possessed appropriate academic qual-

ifications and gave effective instruction. Although teaching was often textually-centered, several outstanding exceptions were noted, representing laboratory-oriented instruction and individualized project work. Some teachers attended summer sessions in preparation for teaching P.S.S.C. Physics.

Business Machines	Many of the larger schools have introduced courses in Business Machines 22 and 30. In Zone Four, for example, seven schools offered the senior course. The equipment was found to be useful as well in related courses such as Mathematics 21 and in bookkeeping. In the smaller schools, where equipment was minimal, instruction was found to be rather casual and mediocre.
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Data Processing	Data Processing 22 was offered in thirty city schools and in twenty others. Schools having unit record equipment used it to good advantage but many lacked such facilities. Data Processing 32 was offered in several large schools. Student programs were being processed at the data centers of the Northern and Southern Alberta Institutes of Technology. The course assisted in the development of student accounting and reporting procedures. Computer theory was providing a challenging topic for mathematically-inclined students.
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Clerical Practice	Many teachers of Clerical Practice 20 tended to teach it as if it were Office Practice 20, not having adjusted to the recommended changes. In larger schools, however, the course was being adapted to meet the needs of students lacking in typewriting skills. It was expected that in future, business students in the typewriting route would take Office Practice 30 only.
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Social Science Electives	Many schools offered a wide selection of social science electives from among psychology, sociology, geography, law and economics. Small schools usually cycled these courses. Law and economics were often closely related to the business education departments in terms of teachers and students, in which instances they had a business orientation. In some schools, all students who showed special interest in the social sciences were encouraged to enrol in such courses; in others these were considered primarily for non-matriculants and scheduled accordingly.
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The quality of instruction varied widely. In instances where suitably-qualified teachers had been assigned, there was evidence that the social science electives were being adapted to meet individual student needs through such means as field trips, individual projects and research assignments; community resource personnel were being used, particularly in psychology, sociology and law. Topics selected for discussion often were related to current local issues or to the welfare of the students and their families. In too many instances, however, it appeared that a teacher was assigned to one of these courses without regard to his qualifications or interest. The result was uninspired and ineffectual teaching. Furthermore, students were sometimes assigned to these courses as an administrative convenience or chose them for easy credits rather than because of any real interest.

- Fine Arts** Although it was reported that courses in fine arts appeared in an increasing number of schools and that more schools were offering courses in two or three areas instead of just one, the fine arts still occupied a minor position on the program. The largest increase occurred in the Music 11-21-31 courses for band. Yet, one zone reported that only one school had a band and that one composite school had no fine arts. Due to small enrolments two sequent courses, e.g. Art 10 and Art 20, frequently were taught in the same period. Scheduling problems frequently prevented interested academic students from choosing any fine arts while a number of indifferent students had registered merely for the purpose of gaining credits. These facts underlined the need for more flexible scheduling and better counselling.
- Equipment varied within wide limits. Some schools possessed excellent facilities while others lacked all but the very minimum. Drama was most often lacking in satisfactory facilities, partly because the school stage was seldom available for its use.
- Home Economics** Courses in home economics were felt to be generally well taught and to fulfil a useful purpose in general education. Business education girls, for example, were frequently encouraged to enrol in a general course in home economics. However, available programs were often very limited. Courses were seldom offered at the Grade XII level; in many schools they were restricted to Grade X courses in addition to junior high school. One zone, reporting on seven courses, indicated that the one most often offered was Fabrics and Dress 10 followed by Home Economics 21. Interest in Foods and Nutrition appeared to be declining. It was suggested that an appraisal of the place of home economics in the secondary school was needed.

Group Evaluation

The trend towards group evaluation has reached the point where, during the past year, most of the supervisory visits were carried out by a team of three or more supervisory personnel. The evaluations involved schools and systems while "inspection" of individual teachers was infrequent. In the urban systems and larger town schools, the high school inspectors were joined by other supervisors — from the Department and from the systems themselves — to comprise teams of up to fifteen persons. Such group procedures permitted specialization and competent evaluation of all facets of a school. Meetings were held with the staff, with groups of teachers and with the administration. When invited to do so, the team would also meet with the school board. This team approach appeared to render a valuable service and was well received by teachers, administrators and trustees. It was judged most effective where the external evaluation came at the end of a school self-evaluation project, as in Zone Six.

It was felt that some form of follow-up was desirable subsequent to the forwarding of written reports to the school board. There was also the feeling that over-emphasis upon large team evaluations had prevented other services in the zones better rendered by individual inspectors.

Other Programs

Kindergartens

As of June 30, 1969 there were 215 approved private kindergartens operating within the Province. This was an increase of fourteen over the previous year. These kindergartens were inspected regularly by provincially appointed superintendents of schools. Kindergartens were located as follows:

Edmonton	56
Calgary	90
Other Cities	20
Other	49

Summer Schools

Summer schools for Grade X, XI and XII subjects were operated by the following:

Calgary Public School Board
Mount Royal Junior College, Calgary
Lethbridge Junior College
Edmonton Public School Board
Alberta College, Edmonton.

Private Schools

During 1968-69 a total of forty private schools operated in the Province. Of these, twenty-six included elementary or junior high school or both, and fourteen were senior high schools. These private schools employed 301 teachers and enroled 5,250 students.

The School Program in the Cities

(From Reports Consolidated by W. S. Korek)

Organization

Semestering A dramatic growth in semestering took place during the year. With very few exceptions, high schools organized their programs either partly or completely in semesters. Semestering has been well received by teachers, students and parents. It provided an effective means by which students could make up deficiencies in courses in a short time. It reduced the daily course load from seven or eight academic subjects to three or four and it permitted students to repeat or change programs without losing a complete year. The drop-out rate has decreased wherever semesters have been introduced. The Calgary Separate School Board introduced semesters into four of its junior high schools as an experiment.

Teacher Aides The number of teacher aides employed by school boards has increased considerably. The main tasks carried out by these aides were:

- relieving the teacher of routine duties such as accounting for attendance, keeping records of test results, scoring tests
- supervising routine activities of pupils.

Other Arrangements	Schools were organized for instruction in a variety of ways. Among those observed were the following: - a Ability and interest grouping - b Special classes for special needs - c Remedial teachers, particularly in reading - d Modified, ungraded and continuous progress plans - e Adaptation of materials to fast, average and slow learners - f Special programs for less able students, such as Junior Trades and Services, or pre-employment - g Open-area teaching, team teaching - h Streaming in senior high school; e.g. Matriculation, Business Education, Vocational, General, Senior Trades and Services.
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Standards of Instruction in Particular Subject Areas

In the Elementary School

Language	Both authorized texts were used, but not exclusively. Other resource materials were also used to give more variety and richness to the program. Instruction to small groups allowed teachers to identify unique needs among the pupils and to adjust the teaching accordingly. Oral language was emphasized and practice was given in choral speech, oral reports, story telling and dramatizations. Written language, however, received major emphasis in Grades IV, V and VI where proper paragraphing and correct word usage was stressed.
Music	The best results in music were obtained where special teachers taught music in several grades. Often two classes came together for singing and the results were quite good. In the primary division, the classroom teacher usually taught singing along with all other elementary subjects.
Physical Education	The teaching of physical education was frequently hampered by a lack of facilities and a lack of knowledge on the part of the teacher. In some schools, however, there was an excellent physical education program. The common elements of such a program appeared to be: — special teachers of physical education — departmentalization — more instructional time devoted to a wide variety of activities with less time devoted to games — emphasis on maximum participation — individual differences recognized — a coordinated extra-curricular sports program, with activities suited to the season — a tabloid sports meet in the spring was quite common.
Reading	The abolition of grades in some schools has allowed teachers to instruct children at their appropriate level of competence. Frustrations have decreased and reading has improved, dramatically for some pupils. Teachers used a variety of reading materials to supplement the basal reading program. Progress in basic reading skills was measured by means of standardized reading tests, the results of which indicated that these skills were being well taught. There was also increased use of diagnostic procedures to discover specific weaknesses in reading skills.

The larger school systems employed reading consultants, who were very much in demand in helping teachers to solve their problems in connection with the reading program. An indication of the success of the reading program is the increased number of books being read by pupils, as reported by school librarians.

Science The new elementary science program was generally in use in the schools. Most teachers were sincerely trying to teach it, and the pupils seemed to be very enthusiastic about it. Teachers were assisted in understanding the new program through in-service projects and seminars which educated teachers in the purposes and techniques of the inquiry approach or discovery method.

In teaching science, teachers had moved away from the use of a single textbook and were using a variety of source materials. Emphasis was placed on individual research and investigation, with the pupil himself learning how to use the appropriate materials and apparatus. In a few classrooms, however, the teacher continued to lecture and demonstrate while the children watched and listened. Many elementary schools enjoyed the luxury of a special room for science.

In the Junior High Schools

French The first three years of a six-year program in French were being introduced into junior high schools during the year. Teachers used the program entitled *Voix et Images de France* with its accompanying slides and tapes. Some schools unfortunately could not obtain the services of teachers familiar enough with the program to use it effectively.

In several schools, French was compulsory for all students in Grade VII but was elective for those in Grades VIII and IX. Where pupils and teachers had an excellent background in French, particularly in the northern half of the Province, results were extremely good.

Home Economics In most instances, schools which offered home economics restricted the instruction to all girls in Grades VIII and IX. The curriculum as outlined by the Department of Education was generally followed, with some enrichment and extension wherever possible. The large school systems placed emphasis on family relationships, consumer education, and management of time and money; and the programs were adopted to meet the needs of special groups of learners, e.g. Indian children and an increasing number of male students.

Laboratories in most cases were modern, well equipped and well maintained. Teachers were qualified and very good standards of instruction were maintained.

Literature A large number of schools introduced the new course in literature in Grade VII. Teachers were generally successful in having their pupils achieve the objectives of the course, which stressed the development of skills and the forming of attitudes rather than the acquisition of information. Other commendable features of instruction in literature were the extensive use of library materials, and emphasis upon Canadian writers.

Mathematics The majority of schools used *Seeing Through Mathematics* as the basic text. There was substantial criticism of this text as being too difficult for pupils of lower academic ability and not affording practice in certain mathematical skills. These shortcomings were not evident in *Exploring Modern Mathematics* and many teachers used both texts in the classroom. Several schools experimented with a program on three levels using an appropriate mathematics text for each level.

Reading Reading was by no means universally well taught in junior high schools. More successful ventures in the teaching of reading included materials such as *SRA Laboratory*, *Be A Better Reader*, *World Affairs*, as well as pocketbooks. Seventeen small rural schools obtained good results with a video taped course distributed as a pilot project of the Department. In other junior high schools, the reading program was desultory. One superintendent remarked "Typically, teachers in junior high schools do not accept the development of reading skills as a major responsibility, as they prefer to regard themselves as teachers of literature."

Supervision of Instruction

In the major city systems, teachers were supervised by superintendents, assistant superintendents, special subject supervisors, heads of departments in high schools, and coordinators of elementary and secondary education. These supervisors and consultants gave advice and support to teachers on call. Principals were responsible for the supervision and administration of their schools and made arrangements for assistance to teachers whenever it was found necessary or desirable.

In-service education again was found to be an effective means of improving instruction. The large city systems carried out extensive in-service training programs which utilized a variety of organizations and resource people including the universities, the Alberta Teachers' Association, school board supervisors and consultants, and consultants from the Department of Education.

Special Services

Libraries Some school systems established a central instructional materials center which served as a place where teachers could go to get ideas on the use of materials, and to meet and plan their work.

Tremendous growth in library services took place in the great cities. The extension of these services included:

- increase in the number of full-time librarians and library assistants
- the upgrading of book collections at all levels
- appointment of travelling library consultants
- the provision of bookmobile service
- the provision of reader services to schools by public libraries.

Television and Programmed Learning Almost all school systems used some of the programs produced by the Alberta Department of Education and broadcast by the Canadian Broadcasting Corporation. These programs were not used to a greater extent because of the rigidity with which they are scheduled. Closed circuit television was used effectively in a number of

schools. The major cities continued to experiment with video tape recorders and pre-taped programs. Closed circuit television was frequently used to deliver these programs to various locations within a school. These programs were used both for classroom instruction and in-service teacher training.

Programmed learning packages were used only in isolated instances and for short periods of time. In a few city schools, however, programmed instruction to individuals and small groups was extensive, using special materials in reading, mathematics, spelling and science. Unfortunately, good programs were not too readily available.

Industrial
Education

Enrolments in many vocational courses were discouragingly low in Grades XI and XII, where they were offered for fifteen credits. Several students took vocational education courses in Grade X but did not continue in Grade XI or XII. Exceptions to this were in Food Services, Beauty Culture and Business Education courses.

The School Program in Rural Areas

(A Consolidation of Superintendents' Reports
by R. F. McCormick)

General

Teacher Supply

In 1969 the supply of teachers improved. Greatest difficulty was experienced in obtaining qualified teachers for French, Business Education, Industrial Arts and the primary grades. Teachers tended to remain on staff where adequate housing was provided.

Internship

Internship for new and beginning teachers remained the responsibility of local school authorities. In the absence of overall guidelines, the programs varied greatly both in length of time required and the salaries paid. The length ranged from one to eight weeks and the pay from five to sixteen dollars per day. Many of these programs were orientation rather than internship.

Compulsory
School
Attendance

Most children attend school without compulsion. Raising the age limit to sixteen years, therefore, caused problems for only two small groups of people: Indians and Metis, and Hutterites. Some school authorities used Section 400 (1) (g) of The School Act as a means of excusing pupils of compulsory school age. This section allows a school board or county council to exempt a pupil from school where no suitable school program is available.

Organization of Schools

Programs

Academic courses leading to matriculation were given top priority in determining programs in high schools. High school diploma programs were also emphasized, with business education ranking third in importance. Little emphasis was placed on fine arts although there appeared to be a resurgent interest in band instruction in some schools. A few of the larger centers offered courses in vocational education. Some school systems experimented in the use of travelling teachers for special subjects and in a multi-campus organization of schools, with certain schools concentrating on certain subjects.

Changes in High School Organization An increasing number of high schools adopted the semester system. This system, which allows the student to concentrate on a few courses at a time, was well received by both the students and their parents, as well as the school's teachers and administrators. The semester system was also extended to a few junior high schools on an experimental basis.

Centralization of high school facilities continued in several areas but was strongly opposed in others.

Vocational Education In centralized high schools, the effect of vocational programs on enrolments and breadth of program was minimal. Many parents felt very strongly that their children should go to school near home even though this usually meant that the children would have to take a rather restricted academic program. Nevertheless, where students did go away from home to attend vocational courses, both the students involved and their parents considered the benefits gained worth the inconvenience.

School Buildings Many school boards indicated that several school buildings needed to be replaced, renovated or enlarged. The greatest need was for elementary classrooms, administrative areas, libraries and science rooms. It has been difficult for many school boards to alter facilities to accommodate changes in curriculum. Some school boards criticized long delays by the Department in processing proposals for buildings. There was also concern that no consideration had been given to the higher costs of construction in outlying areas. In addition, local school authorities thought that the Department was too rigid in applying building regulations.

Conveyance A few local authorities reported that the Department had conducted conveyance surveys in their areas. In general, however, each jurisdiction maintained a close watch over its own transportation services. Responsibility for the operation of these services was often delegated to a foreman, a committee of the school board, or the secretary-treasurer.

School-Community Relations Schools were used extensively for recreation and cultural activities in the community. There was evidence of close cooperation between local school boards and recreation boards in many communities, and in some instances formal agreements were made for the reciprocal use of facilities. A few communities made agreements for the construction and operation of facilities to be shared between the school and other community agencies.

Supervision About half of the school boards employed either an assistant superintendent or a supervisor of instruction. Some boards also employed supervisors of special subjects such as art or music. About one-third of the local school authorities had no supervisor other than the superintendent of schools.

Special Projects

A number of special projects were in progress in different parts of the Province. Among these were the following: continued experimentation with Forkner shorthand,

Salisbury High School now having discontinued other forms of shorthand; laboratory-oriented instruction in social studies, a very promising project at James Fowler High School in Calgary; the divided school year with equal terms before and after Christmas at Winston Churchill High School, a plan which would now be extended to all high schools in Lethbridge; a television project to improve teaching competence in selected areas, undertaken by the Department and the Southern Alberta Educational Television Association; a pilot project to encourage the use of the overhead projector in Zone One, assisted by a grant of 500 color transparencies from the Department's Audio Visual Services Branch. The Five School Project, now grown to include seven composite schools in central Alberta, turned its attention during the year to a consideration of the curriculum needs of pre-employment category students. The high school inspectors gave their assistance to these projects.

Vocational Education

There were twenty-five composite high schools offering industrial vocational programs in from five to fifteen different vocational skills, with an average of nine per school. There were 3,014 students enrolled in vocational courses at the Grade XI level and 1,499 in Grade XII. This compared with 2,678 and 1,143 respectively the year before. Instruction was provided by 337 full-time, and forty-four part-time, vocational teachers and was now within reach of seventy percent of the Province's high school population. This percentage could be increased only by additional dormitory facilities to accommodate students from areas which cannot sustain schools of sufficient size to allow for industrial vocational programs. The dormitory at Grouard served Indian and Metis students; the one at Drumheller, designed for one hundred students, had to turn away many applicants.

Though the programs had originally been designed for three years, many of the smaller centers, and the city of Edmonton, changed to two-year programs where the Grade X and XI courses were combined and taken together in the second year of high school. This has permitted students to delay their vocational choice until Grade XI and to either attempt an academic program in Grade X and then to change if they wished, or to explore a variety of electives, including industrial arts, in their first year. This has proven particularly advantageous to students from outlying areas who must transfer to a large school in order to pursue a vocational program.

The vocational departments in the composite schools have met with several problems peculiar to themselves. There has been a serious shortage of qualified teachers in certain areas such as pipe trades, machine shop, welding, and food preparation. The situation became serious when replacements could not be obtained for a teacher who had left, thus leaving students with uncompleted programs and the schools with unused facilities. How to keep teachers from becoming out-of-date in rapidly changing areas, such as electronics, presented another problem.

The lack of acceptance or of prestige for vocational education in some schools and communities, and among

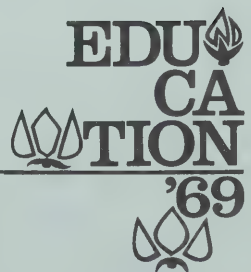
some administrators and other personnel, has reduced the appeal of vocational courses. The demand for matriculation programs, particularly in one of the major cities, has remained unrealistic. Students in the four-year matriculation program who were expecting to carry a strong vocational minor often dropped the latter in an effort to improve their academic success. Frequently they graduated after four years, without matriculation and without preparation in a vocational skill.

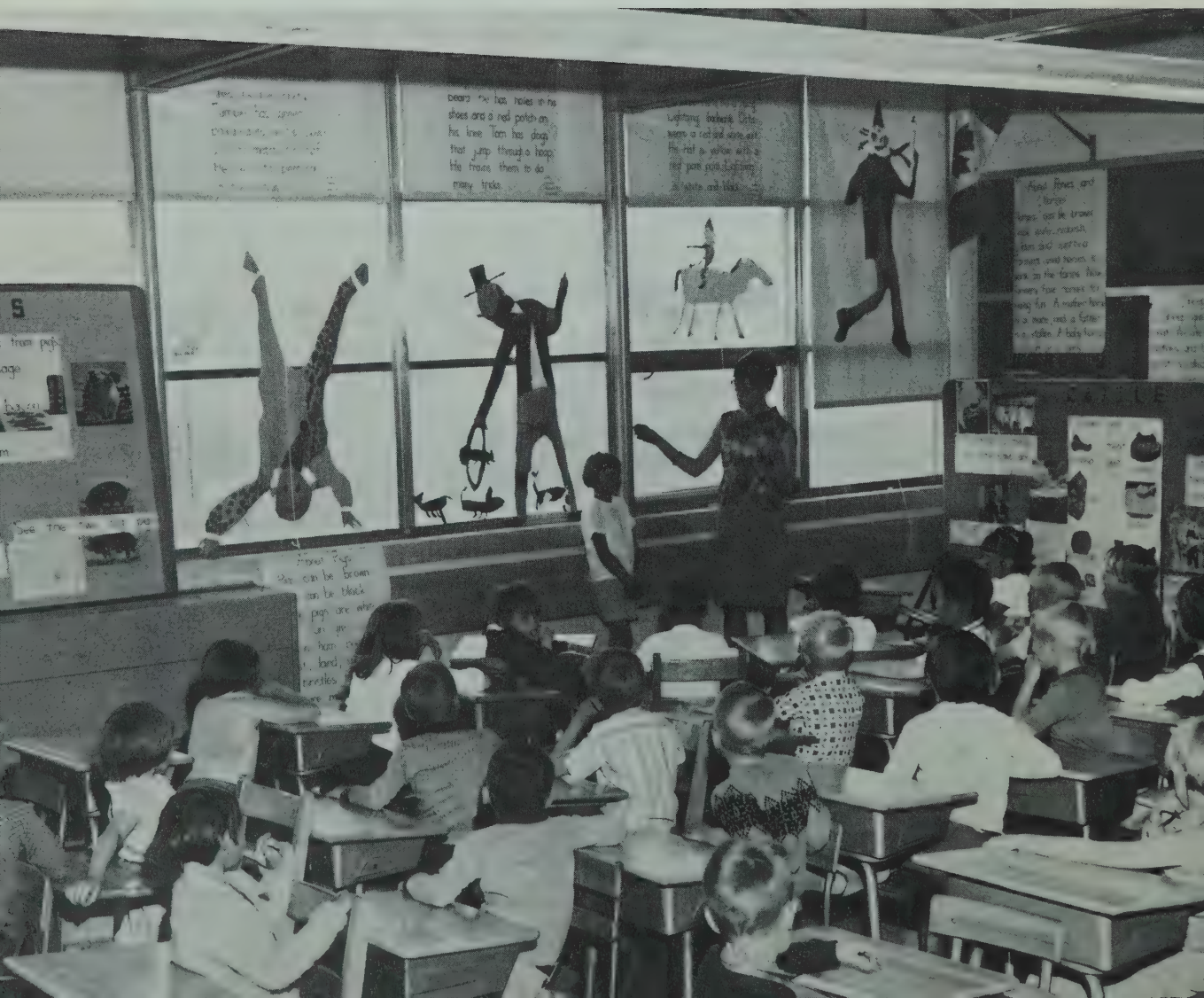
Drop-out between Grade XI and XII has remained high among vocational students, reaching nearly fifty percent. However, many such students probably remained in school until the end of Grade XI only because vocational programs were available, and many of the drop-outs obtained employment in vocational areas related to their training. One serious result of early drop-outs has been the small, uneconomic enrolments which have remained for the Grade XII courses.

A total of seventy-one vocational-industrial facilities or shops were not in use during 1968-69 and several others were not being used to capacity. The lack of qualified teachers, the lack of interest and the low enrolments contributed to this lack of utilization of often-costly facilities. Full evaluation of the success of vocational education is premature. Nevertheless, follow-up studies of early graduates indicate that the majority of them were employed in occupations closely related to their training.

CURRICULUM DEVELOPMENT

- ★★ Determining educational aims and objectives
- ★★ Developing appropriate programs
- ★★ Drafting courses of study
- ★★ Producing curriculum guides
- ★★ Putting curriculum into action





He has a red nose,
and a red patch on
his nose. He has a
red patch on his nose.
He has a red patch on
his nose.

He has a red nose in his
shoes and a red patch on
his nose. Tom has a dog
that jumps through a hoop.
He throws them to do
many tricks.

Lightning bolts are
seen a red and white and
the red is white with a
red and white lightning
in white and black.

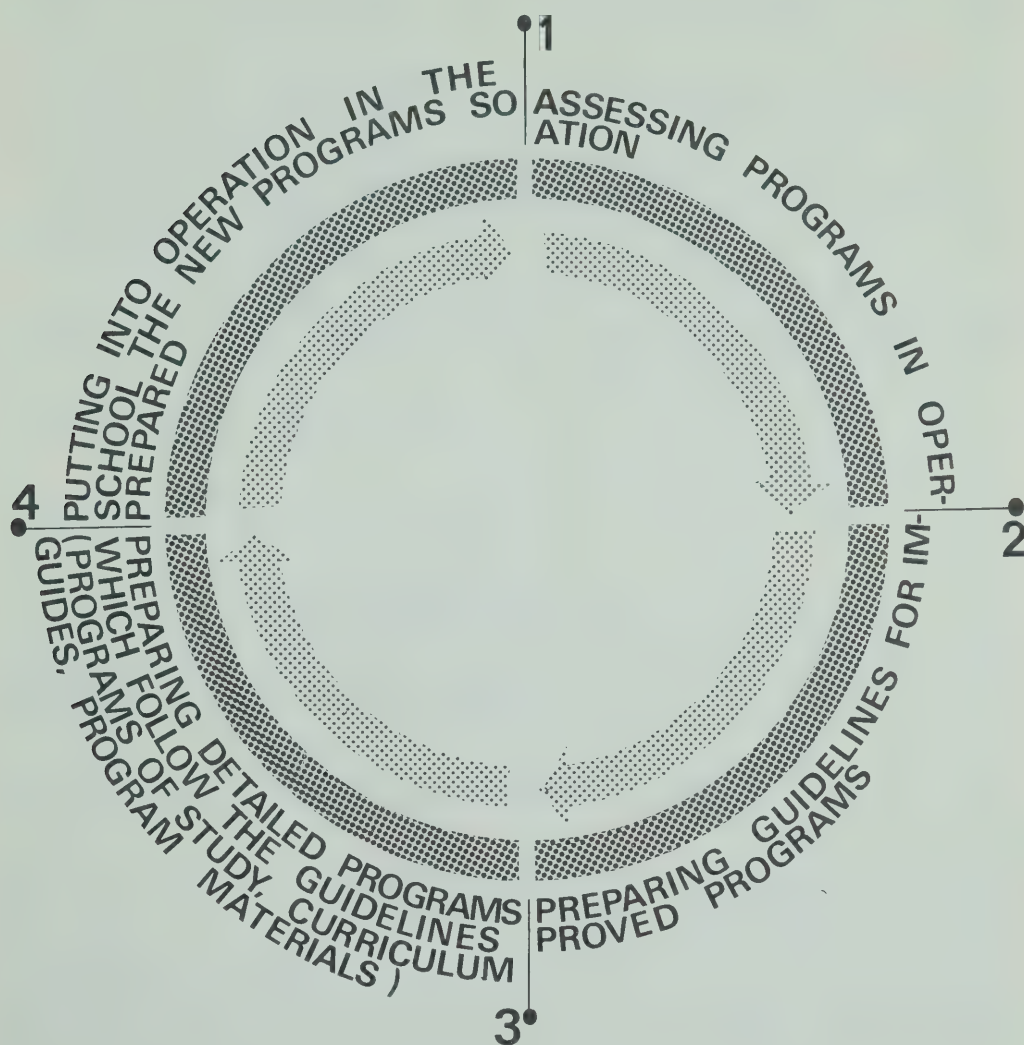
Hand bones are
longer
than the bones
of the hand.
The hand bones
are longer than
the bones of the
hand. The hand
bones are longer
than the bones
of the hand.

Hand bones are
longer
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of the hand.
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Curriculum Development

(Reported by J. S. Hrabí, Director of Curriculum)

Curriculum development is a cyclical process involving the following phases. While the Department of Education is vitally concerned with all four phases of this process, the Curriculum Branch has major responsibility for phases 2 and 3.



The Branch for many years has established committees whose function it is to make recommendations on curriculum matters. In September, 1968 this system of committees was reorganized in order to achieve more flexibility of structure, to increase efficiency in dealing with emergent and shifting needs for curriculum change and to obtain better articulation of programs.

The former Elementary Curriculum Committee was renamed the Elementary Curriculum Board with no change in function and only minor changes in membership. The former Junior High School and Senior High School Curriculum Committees were disbanded and replaced by the Secondary Curriculum Board which assumed responsibility for making recommendations regarding courses of study, textbooks and curriculum guides for Grades VII to XII, as well as making recommendations regarding broad curriculum issues such as the instruction time allotted to various courses and the requirements for a high school diploma. The membership of both of these major curriculum boards comprises Department of Education personnel and representatives from the four large urban school districts, the Alberta School Trustees' Association, the Alberta Federation of Home and School Associations, the Alberta

Teachers Association and the Faculties of Education of the Universities in Alberta. In addition, the Secondary Curriculum Board includes representatives from Faculties of Arts and Science of the universities and from other post-secondary institutions.

These Boards have formed committees which deal with broad subject-matter areas such as fine arts, language arts, mathematics and science. As the need arises, ad hoc subcommittees may be established to deal with some specific subject under the broad area, such as reading or literature or language in the language arts group, or drama, music or art in the fine arts group.

The former General Curriculum Committee has been disbanded since it came to the conclusion that the functions it served could best be carried forward by a lay committee. Consequently, an Advisory Board on Curriculum and Instruction was established, consisting of fifteen lay people. Related to curriculum matters, the Advisory Board on Curriculum and Instruction advises the Minister on aims of education and broad curriculum issues, receives reports of the activities of the Elementary and Secondary School Curriculum Boards, makes recommendations to both the Elementary and Secondary Curriculum Boards (through the Minister) and counsels the Curriculum Branch regarding major Curriculum newsletters to the general public.

A resume of significant developments in curriculum under the various boards and committees appears below.

The Elementary Curriculum Board

During the past year the Elementary Curriculum Board has achieved the following:

Held a Conference on the Aims of Elementary Education:

This conference was attended by fifty people from all parts of the Province. These people, together with experts, consultants, and chairmen, looked critically at aims — past, present and proposed. They set up a general framework for reviewing these aims and examined them. They listened to experts, either giving papers or talking in panels; they met together in discussion groups. Above all they attempted to relate these aims to the nature of the learner, the learning situation, the subject matter and the trends, needs and demands of society.

Prepared a Statement of Family Life Education which:

- defined and outlined its purposes and objectives
- identified major areas of concern
- indicated points at which “family life” may be integrated into the existing curriculum
- made recommendations for introducing family life education into the schools
- concluded that the local school authority should be responsible, together with the students, parents, school staff and administration concerned, for the organization and implementation of a program in Family Life Education.

Recommended Revisions in Texts, References or Programs in the following Curriculum Areas:

- Mathematics
- Physical Education
- Reading
- Social Studies

Produced a Tentative Course Outline for Social Studies Grades I - XII:

This has been distributed throughout the Province.

Began to Prepare a Document on Social Studies Which Contains:

- a model for a unit of studies
- criteria for judging locally prepared units of study
- the conceptual framework of an elementary school social studies program, relating the model unit to the framework.

The Secondary School Curriculum Board

During 1968-69 the Secondary Curriculum Board did the following things.

Made Recommendations for changes in textbooks, references and courses of study* in these areas:

- English in both junior and senior high school
- Social Studies
- Mathematics
- Sciences (Including junior high school Science and Physics and Biology)
- Second Languages
- In junior high school it was possible for the first time for an interested student to pursue an approved second language throughout his junior high school career.
- In senior high school in Latin, German, Ukrainian and French. In addition, Hungarian was approved as a locally developed course in Calgary.
- Fine arts, particularly Art
- Vocational Education

Set up a committee to examine the Aims and Objectives of Secondary Education.

Provided guidelines for the selection of textbooks and other materials for Indians and Metis in Alberta.

Approved a system of special projects in senior high school which could earn students regular high school credits.

Had the junior high school program extensively revised.

Continued deliberations on Family Life Education.

Pursued the ways and means of implementing bilingual education in the secondary schools. (see notes below)

Curriculum Development in Bilingual Education

Changes in The School Act in 1968 enabled school jurisdictions to offer instruction in French during fifty percent of the school day in Grades III through XII. In Grades I and II, one hour of English is required. Some school authorities, especially in areas where students came to school speaking French as a first language, had previously availed themselves of the legislation which permitted the learning of French as a first language. In these schools some instruction in French was also attempted in the primary grades, although instructional materials for offering such instruction in the various disciplines, other than the French language arts program, had never been recommended.

Curriculum ad hoc committees were selected to review existing French language programs, to make suggestions for necessary changes in language arts (French) programs and to suggest policies which would allow for the development of these programs within the structure of the changes made in Section 386 (1) of The School Act. In an attempt to implement instructional programs offered in French which follow the broad outlines of the programs offered in English, membership in present curriculum committees has been increased to include persons who have a command of the French language and who are also competent in the area of learning for which the particular committee has been set up. This has been done in the field of social studies.

At the spring meeting of the Elementary and Secondary School Curriculum Boards, a motion was approved by which textual and instructional materials recommended for use in courses ordinarily given in English were also recommended in the available French translations.

***Note:** A complete list of text and reference recommendations appears at the end of this section.

The Secondary School Curriculum Board also gave approval to the aims of schools or classes offering instruction in French. These aims are given below:

Encourage the learning of English and French in order to:

allow all students wishing to learn English and French the opportunity of learning these languages for the purpose of communicating effectively in the two languages;

allow all these students to become aware of the English and French cultures in a direct manner;

provide an opportunity to facilitate communication between two ethnic groups in Canada.

Help develop persons who are fluent in the use of both English and French in order that:

they may learn to express themselves correctly and fluently in both languages in such areas of living as work, recreation, politics, economics, religion and home activities;

they may successfully acquire adequate preparation to continue post-secondary education in either or both languages.

Educational Media

Members of ad hoc committees which are developing courses of study are increasingly concerned with non-print materials to be used by teachers along with recommended texts and reference books. The Associate Director of Curriculum (Educational Media) has been complementing the work of committees by relating relevant audio-visual resources to curriculum outlines. Of particular concern has been the development of fine arts programs in the secondary school.

Publications

The editing and printing arrangements for curriculum publications was done by the Editor, Margaret MacDonald, under the direction of the Director and Associate Directors of Curriculum. This involved the processing of nearly one-hundred curriculum publications, many of which were new material requiring editing, proofreading and special publication arrangements through the Queen's Printer.

In addition to its editorial responsibilities, the office of the editor maintained an information service. In response to many requests, information was provided either by means of published materials or by personal letter. The editor's office also functioned as a clearing house for students in foreign lands seeking pen pals in Canada. In addition, the Editor distributed over one-hundred Human Rights Kits to schools on behalf of the Human Rights Branch.

Department of Education Library

The Department of Education, through its central library, provides library service to its internal and field staff. The library, though relatively small, maintains authoritative and current professional literature in the form of standard references, books and periodicals.

Curriculum Branch Staff Changes

In 1968 Isidore Goresky, Associate Director of Curriculum (Elementary), retired. E. A. Torgunrud, former superintendent of schools, became Associate Director in his place.

A new position, Associate Director (Bilingual Education), was established

and P. A. Lamoureux, a former high school inspector, was appointed in this capacity. His task has been to give leadership in developing curriculum in French, not only in French language arts but also in instruction in French in other school subjects.

List of Textbook Recommendations of the Major Curriculum Committees

Elementary School Inclusions

Mathematics	<i>Elementary School Mathematics</i> by Eichols, O'Daffer et al, (Revised 1969) (Grades I - VI). <i>Seeing Through Arithmetic</i> by Hartung, VanEngen et al, (Revised 1968) (Grades IV, V and VI — added to recommended books for Grades I, II and III). <i>Mathematics We Need</i> by Brownell et al, (Revised 1966) (Grades I - VI). <i>Elementary Mathematics, Patterns and Structure</i> by Nichols et al (Revised 1968) (Grades I - VI).
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Junior High School Deletions

Literature	<i>Prose and Poetry (Journeys)</i> , (Grade VII).
Language	<i>Words and Ideas, Book 3</i> , (Grade IX).

Junior High School Inclusions

Mathematics	<i>Contemporary Mathematics: Books 1, 2, and 3</i> ; Hanwell.
Literature	<i>Plays as Experience</i> ; Zachar, (Grade VIII). <i>Poems for Boys and Girls, Book 3</i> ; Morgan and Routley, (Grade VIII). <i>Safaris II</i> ; Chalmers and Coutts, (Grade VIII).

Senior High School Deletions

Latin	<i>Julia</i>
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Senior High School Inclusions

Office Practice 30	<i>Modern Office Procedures, Book 2</i> ; Reid.
Industrial Arts	<i>Electricity Workbook</i> ; Roome. <i>Woodwork Workbook</i> ; Newfeld. <i>Woodworking</i> ; Wagner.
Building Construction 22 and 32	<i>Blueprint Reading for the Construction Trades</i> ; Bell and Schmidt. <i>Building Construction: Materials and Methods</i> ; Miller. <i>Materials of Construction</i> ; Smith.
Drafting 12 22 and 32	<i>Drafting Fundamentals</i> (Second Edition); Jensen and Mason. <i>Technical Drawing</i> (Fifth Edition); Gieseke et al.
Electricity 12, 33 and 32	<i>Electric Circuits and Machines</i> (Fourth Edition); Lister.
Electronics 22 and 32	<i>Intermediate Electricity, Book II</i> ; Long. <i>Photofact Television Course</i> (1958 Edition); Sams. <i>Transistor Circuit Approximations</i> (1968 Edition); Malvine.
Mathematics 15 and 25	<i>General Mathematics, A Problem Solving Approach</i> , Books I and II; Kinney et al.

Second Languages

- French *Ecouter et Parler* (Revised); Cote et al.
Ukrainian *Ukrainian by the Audio-Visual Method*; Slavutych.
German 20 *Contemporary German*; Scherer and Wangler.

English

- English 10 *Approaches to Literature, Vol. I*, Studies in the short story; Maline and Berkley.
Composition: Models and Exercises 10; Fleming and Glatthorn.
Impact; Eckersley.
Reading and Staging the Play; Gassner and Little.
Voices of Literature, Book I; McLuhan and Schock.
In addition, a list of fifteen novels (one to be selected), six non-fiction books (one to be selected), four Shakespearean plays (one to be selected), and nine full length modern plays (one to be selected) were recommended.
- English 13 *Voices in Literature, Language and Composition*.
In addition, a list of twenty-one novels and non-fiction books (one to be selected), a list of ten drama books (one to be selected), and a list of eight poetry anthologies (one to be selected) were recommended.
- Language 22 *Writing Prose* (Third Edition), Kane and Peters.

Sciences

- Physics 10 (PSSC) *Laboratory Guide for Physics* (First or Second Edition).
Physics (PSSC) (First or Second Edition).
Biology BSCS, Green Version, 1968 Edition.
BSCS, Yellow Version, 1968 Edition.
Science 7, 8 and 9 *Exploring Earth Science* by Thurber and Kilburn; Macmillan.
Exploring Life Science by Thurber and Kilburn; Macmillan.
Exploring Physical Science; Thurber and Kilburn.
Introducing Living Things — Test I; Nuffield Foundation.
Life and Living Processes — Test 2; Nuffield Foundation.
Physical Science: A Laboratory Approach; Marean and Ledbetter.
Time, Space and Matter; Princeton Project.

French as the Language of Instruction

- Elements de Biologie*; Weisz.
La Chimie, Science Experimentale; Pinental et al.
Mathematiques Contemporaines, Books I, II, and III; Hanwell et al.
Physique PSSC; Lapointe.
Stenographie Gregg, Collection du 75e Anniversaire; Sister Marie-Ernestine.

CONTINUING EDUCATION

★★ The Board of Post Secondary Education

★★ Institutes of Technology

★★ Vocational Training Centers

★★ Industrial training

★★ Adult day and evening classes



The Board of Post-Secondary Education

(As Reported by H. Kolesar, Chairman)

Post-secondary education is regulated and coordinated by a provincial Board of Post-Secondary Education. The Board —

Advises the Minister of Education regarding the operation of the public junior college system.

Studies provincial needs in post-secondary education generally, and in the post-secondary system, excluding universities.

During 1969 the Board carried forward most of its work through the following committees:

The Advisory Committee	Composed of college presidents and Board staff this committee considered ways of improving the coordination and articulation of the system of public colleges in Alberta. It also dealt with matters such as financing, access to computers, and affiliation with other institutions. As a result, a new affiliation agreement has been accepted by both the public colleges and the three universities in Alberta.
The Campus Development Committee	This committee established guidelines for campus development, approved plans for additions to campuses in Red Deer and Lethbridge, and approved new campuses for Medicine Hat Public College and Mount Royal College in Calgary. The committee also established guidelines for the establishment of residences and facilities for students' associations on campus.
Program Development Committee	This committee set up guidelines for evaluating and approving college programs. Thirteen new programs were approved for introduction in September, 1969. The committee also sought ways of improving coordination among programs in the public colleges, the Institutes of Technology and the Agricultural and Vocational colleges.
The Edmonton College Planning Committee	Examined the need for a college serving the Edmonton area. It presented to the provincial Board a report which recommended that a college be established in Edmonton as soon as possible.

The most important development in post-secondary education during 1969 was the new **Colleges Act** passed by the legislature in the spring of 1969. It replaces the former **Public Junior Colleges Act**, and resulted from recommendations of the Board of Post-Secondary Education to the Cabinet. Its main provisions are:

- The Board of Post-Secondary Education is replaced by a Provincial College Commission which will coordinate and control the Provincial College System.
- Each Public Junior College will be placed under direct control of a board of governors appointed by the Lieutenant Governor in Council.
- The colleges will be completely distinct and separate from the public school system and will not have access to property taxes as a source of revenue.
- Provision is made for the inclusion of the Institutes of Technology and the Agricultural and Vocational Colleges in the system.

On June 16, the Minister of Education announced the following changes:

Dissolution of the Board of Post-Secondary Education and creation of the Provincial Colleges Commission with the following membership:

Dr. T. C. Byrne
Dr. C. E. Ballantyne
Mr. F. G. Stewart
Mr. W. H. Bowes
Mr. J. J. Comessotti
Mr. P. M. Jewell
Mr. J. P. Mitchell

Appointment of Dr. Kolesar as Chairman of the Colleges Commission.

Changes in Personnel During 1969

Dr. G. L. Mowat resigned as chairman of the Board.
Dr. H. Kolesar, executive assistant to Dr. Mowat, was appointed chairman.
Dr. M. Wyman resigned as a member of the Board.
Mr. F. Riddle was replaced by Mr. J. W. Bulcock.
Two executive assistants to Dr. Kolesar were named; Dr. R. G. Fast and Dr. M. R. Fenske.

THE PROVINCIAL INSTITUTES OF TECHNOLOGY

(Summary by J. P. Mitchell, Director of Technical and Vocational Education)

There are two institutes of technology offering post-secondary technical, vocational and industrial training. The Southern Alberta Institute of Technology evolved from the Institute of Technology and Art established in Calgary in 1920. The Northern Alberta Institute is of much more recent origin being established only seven years ago.

Both institutes offer programs which are quite similar in nature, with variations to meet local and emerging needs for industrial, technical and vocational training.

In both institutes, the apprenticeship program enrolls large numbers of students (over 4,000 in the Northern Institute and over 3,000 in the Southern institute). Technology is the next largest division for both institutes, the combined enrolment being just over 3,000. Apprenticeship and the technologies make up nearly eighty percent of the enrolments for the Institutes.

Below is a table showing the various main divisions of the Institutes and the similarities and differences between the two. Divisions are arranged according to size of enrolment.

NAIT		SAIT	
DIVISION	% of ENROLMENT	DIVISION	% of ENROLMENT
Apprenticeship	57%	Apprenticeship	56%
Technology	21	Technology	23
Business Ed & Vocational	13	Applied Arts	10
Industrial	6	Trades	7
Barbering, Beauty Culture and Vocational Center			
Secretarial	2	College of Art	4
	99		100

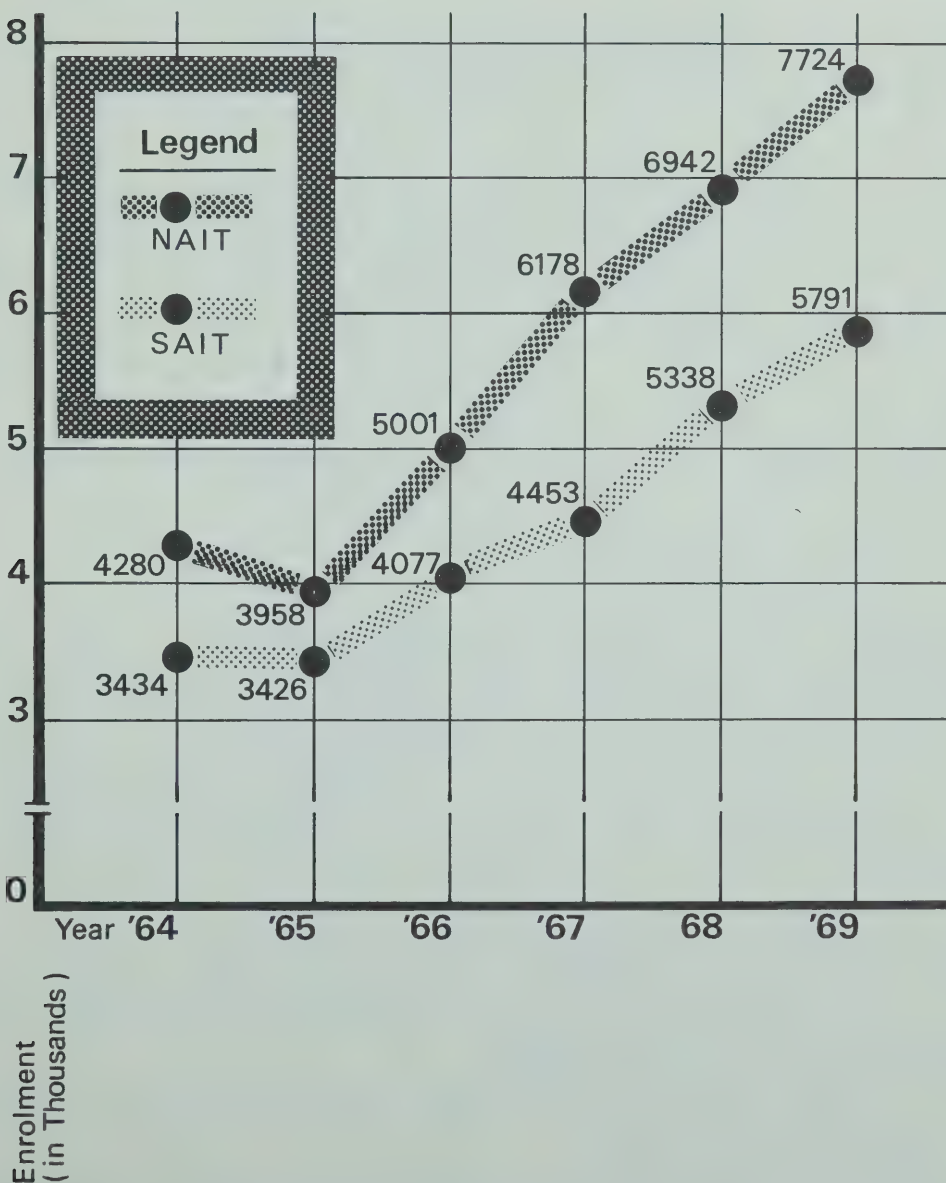
In addition to these daytime programs, the Institutes have extension divisions which offer evening courses in a wide range of subjects, and special short courses in industrial training. The Southern Alberta Institute also has a large and growing correspondence course program.

In spite of a vigorous program of expansion on both campuses, additions to facilities and staff have not kept pace with the demand, and enrolments have had to be curtailed in some courses.

In the realm of public relations the Institutes held "open house". It was an excellent means of informing the public on the programs and facilities in the Institutes. These affairs attracted over 60,000 people in aggregate.

The growth of the Institutes is shown in the statistics set forth below.

ENROLMENTS IN NAIT AND SAIT SHOWING INCREASES OVER A SIX-YEAR PERIOD 1964 - 1969



Notes on Figure —

Both Institutes show exceedingly rapid growth over the six years.

NAIT enrolment went from 4,280 to 7,724, a total increase of 80.5 percent, or an average yearly increase of 13.4 percent.

SAIT enrolment rose from 3,434 to 5,792, a total increase of 68.7 percent, or an average yearly increase of 11.5 percent.

The expansion of the extension and correspondence programs has been no less spectacular. In 1964 both extension programs together enrolled some 3,526 students. By 1969 the total had risen to 11,516.

The Southern Alberta Institute also runs a sizeable correspondence program which characteristically shows a rapid increase. In 1964 a total of 1,403 students were enrolled in correspondence courses. In 1969 the number was 2,465, a seventy-five percent increase.

The Institutes of Technology play a major role in supplying the people of Alberta with instruction in higher technical education. Over the years the demands for this type of education have been growing steadily, and the Institutes have had to pursue a policy of continual expansion in order to meet the demand for more facilities in the established trades and technologies, as well as the demand for new and emerging programs in the field of post-secondary technical education.

The Northern Alberta Institute of Technology

(As reported by W. A. B. Saunders, President)

Although the Institute continued to grow during the past year, the rate of growth was restricted in several areas because of lack of space. Further growth of the Institute will be very slow until new facilities are available. In spite of these difficulties, the morale of staff and students was good.

During the year a total of about 14,700 people received instruction in the divisions indicated in the preceeding summary.

The Extension Division enjoyed a very successful year with registrations up eleven percent over those in 1968. There was an increased demand for short, specialized industrial and technical courses, and some of these were scheduled for the summer months. In addition to the regular program, instructional facilities were provided for a number of organizations including:

The Alberta Petroleum Industry Training Center

The Division of Vocational Education

The Petroleum Industry Training Service

The Edmonton Chamber of Commerce

The Edmonton Construction Association

Graduates of the Northern Alberta Institute experienced little difficulty in obtaining suitable employment. Students of the Institute were equally successful in finding summer employment. Over ninety percent of students seeking summer employment were placed in jobs directly related to their field of study. The Canada Manpower office on campus reported that 724 graduate students registered for employment, an increase of forty-two percent over the previous year. The office also reported that 664 under-graduate students were registered for employment, an increase of thirteen percent over 1968.

In the regular programs of the Institute, the patterns of enrolment in various courses did not change significantly. In the Apprenticeship Division, of the twenty-nine courses offered, Construction Electrician and Motor Mechanic had the largest enrolments. Together they accounted for nearly thirty percent of the total. Welding, Sheet Metal and Communications Electrician were the next most popular programs.

In Technology, Electronics had the highest enrolment of the twenty-three courses offered in that Division. It was followed by Drafting, Chemical, Civil and Architectural in that order.

In the Business Education and Vocational Division, courses in Business Administration and Distributive Technology accounted for over forty percent of the enrolment.

In the Industrial Division, Telecommunications Technology had about twenty-five percent of the total enrolments. Electrical and Forest Technologies were next highest in enrolments.

The Southern Alberta Institute of Technology

(As reported by G. H. Hare, Acting Principal)

The steady increase in enrolment evident in past years and graphically portrayed in the earlier tables, continued during 1968-69. The demands of business and industry provided a very good employment market for the graduates of the Southern Alberta Institute.

Unfortunately, during the year the Institute underwent a period of staff and student unrest. This became sufficiently acute for the Minister of Education to appoint a Select Committee under the chairmanship of the Deputy Minister of Education to investigate the causes of unrest and make recommendations. The Committee identified the problem as one of communication between administration and staff and recommended changes to improve the avenues of communication.

An outstanding and unique feature of the program at the Southern Alberta Institute has been, and continues to be, the correspondence courses provided to all interested persons. Each year the number of students enrolled in correspondence courses rises rapidly. From 1967 to 1968 the enrolment increased from 1,920 to 2,179, a jump of 13.5 percent; 1968 to 1969 saw another increase to an enrolment of 2,465, representing an additional increase of thirteen percent.

The pattern of enrolments in the regular day classes saw no significant change from former years. The largest division was apprenticeship. Two trades accounted for thirty-one percent of the enrolment in the Division — Electrical and Motor Mechanic. This situation was very similar to that existing in the Northern Alberta Institute. Other popular courses were Communications Electrician, Plumber, Welder, Carpenter and Sheet Metal.

In the Division of Technology, Electronics, with an enrolment of 342, accounted for twenty-five percent of the total enrolment for the Division. Petroleum Technology, Drafting, Architecture and Chemical Technology, all with enrolments slightly over one hundred, were also very popular. These five courses accounted for fifty-six percent of the enrolment for the Division.

The big program in Applied Arts is Business Administration with 219 students enrolled, about forty percent of the total enrolment for the Division.

There were several staff changes at the Southern Alberta Institute during the year. Mr. D. L. Campbell resigned as principal on April 30 and Mr. G. H. Hare became acting principal pending the selection of a suitable candidate for the position. Four members of the Instructional staff retired on June 30, 1969. They were:

D. Gardner, Head of the Electrical Department

W. A. Allan, Power Engineering

F. G. Forster, Mathematics

S. N. Green, Aeronautics.

Twenty-one instructors resigned during the year.

Technical and Vocational Training

(As reported by J. P. Mitchell, Director, Division of Vocational Education)

Adult Training for Vocations and Industry

The Province and the Federal Government shared the costs of this kind of training. It was carried out in the following centers:

Alberta Vocational Center, Fort McMurray	Nearly three hundred people were trained at this center. The average number of hours of instruction for a trainee was about sixty-four. The following changes took place: Facilities for welding were replaced. Facilities for business education, home economics, plumbing and automotives were added. Plans were made to offer training to women. An arrangement was completed with Alberta NewStart. NewStart gained access to the programs of the Vocational Center for the purpose of research and development; the Vocational Center could, in return, call upon the experts of NewStart for consultation and advice.
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Alberta Vocational Center, Calgary	During 1969, the Center: Went into double shifts, thereby expanding its operations. Used six classrooms on the campus of the Southern Alberta Institute of Technology. Gave a course in basic and advanced industrial English to 63 Czechoslovak immigrants. Offered academic upgrading to many adults. Made plans for the construction of a building which would allow the center to consolidate and expand its operation.
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Alberta Vocational Center, Edmonton	During 1969, the Center: Offered academic upgrading on the campus of the Northern Alberta Institute of Technology. Operated a school for nursing orderlies in rented space. These two programs enroled more students than the previous year and additional temporary accommodation was needed.
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Alberta Vocational Center, Commercial Edmonton	This center offered pre-employment business education. Previously this has been given at the Northern Alberta Institute of Technology.
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Alberta Petroleum Industry Training Center Edmonton	This Center: Continued to offer pre-employment and upgrading programs for the oil drilling industry. Introduced a new program of pre-employment training for service rigs.
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Training in Industry

These programs were given in various parts of the Province. They covered many industries and enterprises such as:

agriculture	mining	police
manufacturing	petroleum	municipal and
construction	health services	Provincial
		government

Also, persons in the Northwest Territories were trained in rotary drilling by a company in Calgary. After they had completed their training, these people were employed in the far north.

Programs for Training in Industry were arranged in two ways:

Canada Manpower, with the assistance of the Provincial Division of Vocational Education, arranged contracts with various companies for training programs.

To train employees who did not qualify for federal assistance, the Provincial Government arranged contracts with these same companies.

Other Training Arrangements

The following institutions were used to provide training for people sponsored either by Canada Manpower or the Provincial Government:

Junior Colleges

Agricultural and Vocational Colleges

Nursing Aide Schools

In addition, ninety-one management development courses were given throughout the Province to 1,663 people.

Financial and Training Agreements

The Vocational Teacher Bursary Program

Features: The costs of bursaries were shared by local school authorities, the Provincial Department of Education and Canada Manpower.

One-hundred twelve bursary students enrolled in the vocational teacher training program at the University of Alberta.

Seventeen bursary students attended the vocational counsellor program at the University of Alberta and the University of Calgary.

The Occupational Training of Adults Act

This was a new scheme. Canada Manpower purchased a number of training places in provincial training institutions and placed its clients in these places. Eight thousand apprentices and six thousand other students entered training under this scheme.

Capital Cost Sharing for Technical and Vocational Education Facilities

This scheme of capital costs being shared by the federal and provincial governments was almost at an end. A number of projects under this agreement were completed and about \$2,800,000 was claimed from the Federal Government. Over the life of the agreement, an allotment of \$79,203,200 was made to the Province. By the end of the year only about \$612,000 remained to be claimed.

The Vocational Rehabilitation of Disabled Persons Agreement

The costs of this program are shared by the Department of Manpower and Immigration of the Federal Government and the Provincial Department of Social Development (formerly Welfare).

Under this agreement 213 persons received training at a total cost of \$220,000. Under this program, persons may receive training in courses lasting longer than one year, including university education.

The Alberta Vocational Training Program

This program provided training for persons not eligible under other plans or schemes. During the year, 404 trainees received free tuition and training allowance. Another 296 received a training allowance only.

Adult Education Classes Operated by School Boards

(As reported by E. J. M. Church, Director, Special Educational Services)

Evening class programs were operated by thirteen school districts, fifteen school divisions, nine counties, and three junior colleges in Alberta during 1968-69. These programs included academic courses, Basic English for New Canadians, business education, home economics, industrial and technical arts, arts and crafts and general interest courses, enrolling a total of approximately 15,315 students.

FIELD SERVICES

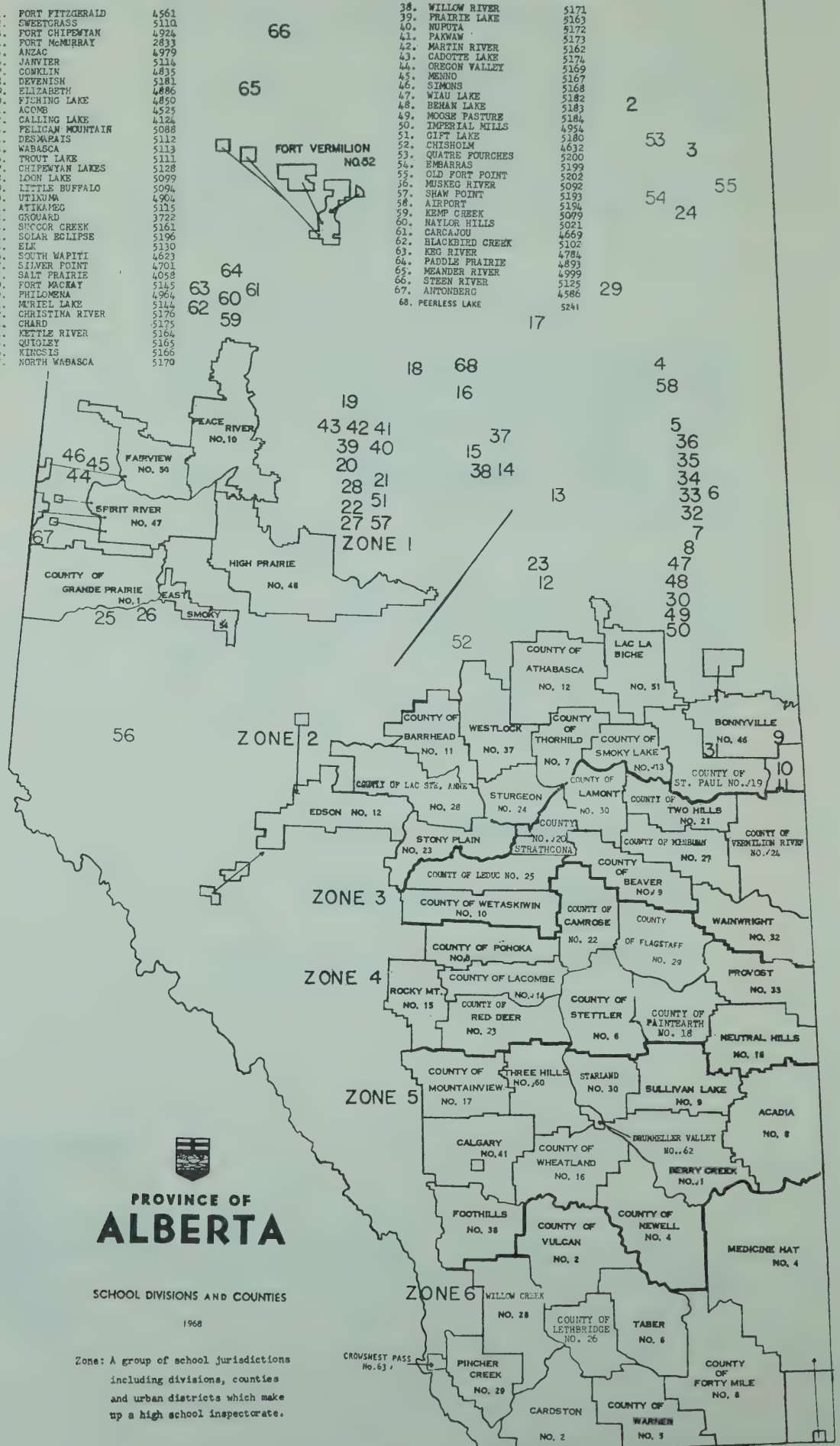
- ★★ Superintendents of schools
- ★★ Inspectors of high schools
- ★★ Special supervisors and consultants

NORTHLAND SCHOOL DIVISION NO. 61

NAME OF DISTRICT	NUMBER
1. FORT FITZGERALD	4561
2. SWEETGRASS	5110
3. FORT CHIPEWYAN	4924
4. FORT McMURRAY	2833
5. ANZAC	4979
6. JARVIER	5114
7. COMKLIN	4835
8. DEVENISH	5181
9. ELIZABETH	4886
10. FLYING LAKE	4850
11. ACONE	4825
12. CALLING LAKE	4124
13. PELICAN MOUNTAIN	5088
14. DESMARAIS	5112
15. WABASCA	5113
16. TROUT LAKE	5111
17. CHIPEWYAN LAKES	5128
18. LOON LAKE	5099
19. LITTLE BUFFALO	5094
20. UTIKUMA	4904
21. ATIKAMEG	5115
22. GROUND	3722
23. SUCOR CREEK	5161
24. SOLAR ELLIPSE	5196
25. ELK	5130
26. SOUTH WAPITI	4623
27. SILVER POINT	4701
28. SALT PRAIRIE	4058
29. FORT MACRAY	5145
30. PHILOMENA	4964
31. MURIEL LAKE	5144
32. CHRISTINA RIVER	5176
33. CHARD	5175
34. KETTLE RIVER	5164
35. QUIGLEY	5165
36. KINGSIS	5166
37. NORTH WABASCA	5170

NORTHLAND SCHOOL DIVISION (CONT'D)

38. WILLOW RIVER	5171
39. PRAIRIE LAKE	5163
40. NUPOTA	5172
41. PAKWAN	5173
42. MARTIN RIVER	5162
43. CADOTTE LAKE	5174
44. OREGON VALLEY	5169
45. MENDO	5167
46. SIMONS	5168
47. WIAU LAKE	5182
48. BEHAN LAKE	5183
49. MOOSE PASTURE	5184
50. IMPERIAL MILLS	4954
51. GIFT LAKE	5180
52. CHISHOLM	4632
53. QUATRE FOURCHES	5200
54. EMBARRAS	5199
55. OLD FORT POINT	5202
56. MUSKEG RIVER	5092
57. SHAW POINT	5193
58. AIRPORT	5194
59. KEMP CREEK	5079
60. HAYLOR HILLS	5021
61. CARCAJOU	4669
62. BLACKBIRD CREEK	5102
63. KEG RIVER	4784
64. PADDLE PRAIRIE	4893
65. MEANDER RIVER	4999
66. STEEN RIVER	5125
67. ANTONBERG	4586
68. PEERLESS LAKE	5241



PROVINCE OF
ALBERTA

SCHOOL DIVISIONS AND COUNTIES

1968

Zone: A group of school jurisdictions including divisions, counties and urban districts which make up a high school inspectorate.

Superintendents of Schools

The Chief Superintendent of Schools continued to direct and coordinate the activities of a corps of sixty superintendents of schools, ten high school inspectors, four special supervisors and four elementary education consultants.

The superintendents of schools are assigned to a particular school division or county where they advise the school authorities on all educational matters within their jurisdiction, supervise instruction and interpret Departmental policy and regulations. In fact, these men are frequently used by school authorities as their chief executive officer and in such a capacity the superintendents assume responsibility for all the educational affairs of the division or county and account to their boards or school committees for their activities.

Superintendents are continuously concerned with the improvement of instruction. During the year under review they attempted to accomplish this in the following ways:

Classroom visits — most superintendents still considered individual classroom visits as a most valuable means of improving instruction.

Staff meetings, principals' meetings.

In-service activities, including:

- Orientation programs
- Internship
- Seminars and workshops
- Conventions and conferences.

Superintendents agreed that the least rewarding of their activities were:

Visits to classrooms for the purpose of writing formal reports on teachers who already possessed valid teaching certificates.

Attendance at large teachers' conventions.

Issuing bulletins.

Spending time on matters of compulsory attendance.

In addition to their duties in the field, many superintendents were called upon for services to the Department. These included sitting as members of boards and committees mainly in the areas of curriculum and examinations, taking part in group evaluations, and doing special consultation, surveys and investigations.

High School Inspectors

High school inspectors differ from superintendents in that the inspector's responsibility in the field is confined to the program in the senior high school; his territory includes a group of counties and school divisions organized into a zone. In the past year, the high school inspector's duties have been changing. Superintendents of schools have been called on increasingly to take responsibility for the complete school program within their jurisdictions, including the program in the senior high school. In the light of this development the individual high school inspector has become more and more an advisor on high school programs.

During the year, also, the trend has continued toward team evaluations of high schools and away from inspection and visitation by individual inspectors. The schedule of these group evaluations demands that the high school inspector spend more of his time as a member of a team and less as a sole agent.

High school inspectors have also increasingly become specialists in some subject area of high school instruction. They have been called upon as experts in a particular area such as English, Mathematics, Social Studies, Science, Fine Arts, Vocational or Languages. They spent more time than in previous years as members and chairmen of curriculum committees and examination committees in the area of their particular interest and competence.

Elementary Consultants

Four consultants provided service in the field of the elementary school program during the year. They represented four subject areas and were located in four different places in the Province as follows:

C. D. Ledgerwood, elementary social studies, Grande Prairie

H. I. Hastings, elementary science, Edmonton

K. D. Nixon, elementary language, Red Deer

W. S. Lencucha, elementary mathematics, Lethbridge.

Consultants spent the major part of their time in two kinds of activity:
Professional growth of teachers.

Curriculum development.

Although the consultants are specifically employed in the field of elementary education, they responded to requests for assistance in junior high school reading, science, mathematics and social studies.

The remainder of the consultants' time was spent in providing a variety of consultative services to individual teachers, staffs of schools, districts, school division, and counties. The main function of the consultant in all this activity was to stimulate local initiative and to assist teachers to translate ideas into practice.

Special Supervisors

The Department maintained its special supervisory services during the past year. The activities of the staff were quite diverse with many demands being made on their time to provide various services. These demands came from three main sources. Supervisors were required to perform certain duties as members of the Department; they were asked to provide expert knowledge and advice to both teachers and school administration; they were sought out as experts to speak at meetings, conferences and conventions of educators throughout the Province, and even beyond its borders. In addition, they attempted to remain expert and current in their special field by attending conferences, conventions and other gatherings.

The reports of the supervisors for the year under review indicate that all of them did most of the things listed below. Their duties for the Department included the following:

Curriculum	The supervisors were members of, and consultants to, the various provincial curriculum committees concerned with their particular areas of competence. In addition, some of them served on the main curriculum boards.
Formal high school evaluations -	Invariably, some of the special supervisors joined a team of high school inspectors and school superintendents and assisted in evaluating a particular school system.
Individual teacher assessment -	Classroom visits were necessary in order to recommend a teacher for permanent certification. Supervisors gave assistance to teachers and school administrators by: Visiting individual teachers. Consulting with principals, superintendents and other school officials. Disseminating printed information and other materials. Organizing and conducting workshops for teachers, career fairs, and other informative events. Organizing and conducting surveys, experiments and pilot projects in instruction.

The special supervisory staff provided expert advice and knowledge by:
Speaking at teachers' conventions, conferences and workshops.
Providing consultative services at various professional gatherings.
Producing brochures, newsletters and papers on various aspects of their field of competence.

Special supervisors kept current and expert by:
Attending regional, national and international conventions and conferences.
Participating as members of professional societies and associations.
Attending formal courses.
Taking leave of absence for further study.

Following is a brief review of significant developments in the provision of the various supervisory services.

Home Economics

Of particular interest in the field of home economics instruction was a series of provincial workshops sponsored by the Alberta Teachers' Association Specialist Council on Home Economics. These were held in three centers and had the following themes:

Banff Workshop	Communication and Teaching
Edmonton Workshop	Teaching Skills for Television Social Systems Approach to the Organization and Teaching of Home Economics
Red Deer Workshop	Focus on change Sub themes — Consumer Responsibility Family Living as a Responsible Relationship

The Supervisor of Home Economics took an active part in planning and conducting these workshops.

During the year, a provincial committee was formed to review the curriculum in home economics. The new curriculum will be organized around the major concepts in the field.

Physical Education

Of considerable importance during the year under review have been the services provided by the supervisor to a wide range of individuals and organizations. He has represented the Department of Education in the following associations:

The Alberta Teachers' Association Specialist Council on Health and Physical Education

Calgary Branch, Canadian Association for Health, Physical Education and Recreation

Alberta Schools Athletic Association

Provincial Department of Youth

National Fitness and Amateur Sport Directorate

The supervisor has been very active in assisting teachers and school systems to put into effect the new program in elementary schools. This program is a somewhat radical departure from established practice. It allows the child much more freedom to discover for himself ways in which he can move about and use his body, and to experiment with movement sequence. Each child may proceed at his own rate and develop skills appropriately, according to his ability, readiness and level of maturation.

Counselling and Guidance

Career fairs continued to be very successful and a considerable amount of time and effort was expended in producing these events. Career fairs have become quite sophisticated with many excellent displays provided by a large number of organizations, agencies and institutions. These visual and graphic displays are most effective in giving students a quick view of a career area, together with free literature for later perusal and an opportunity to question the career consultant manning the display. Last year, career fairs were held in seven centers and were attended by a total of 14,800 students. The Counselling and Guidance Branch assumed the major responsibility in producing these events.

The Branch also played an important role as a referral center for persons seeking aid and advice and directing them to various agencies such as Canada Manpower, the University Counselling Center, the Extension Division of the Edmonton Public School Board, and the counselling services at the Northern Alberta Institute of Technology and the Alberta Vocational Center.

The production and distribution of vocational occupational literature has been an important function of the Branch, including the regularly issued "Counselling and Guidance Bulletin" of the Department.

The most important function of the Supervisor of Counselling and Guidance is to give leadership to the many guidance counsellors in the schools throughout the Province. Through all forms of communication, including personal visits to guidance counsellors, the supervisor attempted to improve the quality of the counselling and guidance, particularly in rural areas. He and his assistant have sponsored, conducted, and participated in seminars, workshops and conferences aimed at giving guidance persons better perceptions of their tasks.

School Libraries

During the year, there was a growing acceptance of the library as an "intellectual supermarket" where the quest for information and learning involved the use of a variety of materials concurrently, the number of full-time teacher-librarians increased by about thirty percent. In spite of this sizeable increase, there were still not enough qualified librarians in the schools of the Province. Eight school systems employed supervisors of library services. There was also increased acceptance of the standards established by the Canadian School Library Association by school systems embarking on a three- to five-year upgrading program.

Sturgeon School Division and Lethbridge County won Canada-wide recognition for significant improvement in the library service of their elementary schools.

Among the highlights of the year were two outstanding "twin" seminars; one held in Lethbridge and the other in Edmonton, and sponsored jointly by the Department of Education and the Alberta Teachers' Association Specialist Council on School Libraries. The theme was "The Team Approach" and stressed the idea of the school trustee, the school administrator and the librarian working together to improve library services in the school system.

Of particular interest during the past year was the trend toward the school as a community center. Of major future importance will be the relationship of school libraries under the auspices of school boards to regional libraries and under auspices of the Cultural Activities Branch of the Provincial Secretary.

SPECIAL SERVICES

- ★★ Supporting special classes
within public schools
- ★★ Arranging education for the blind
- ★★ Supporting special schools for
the trainable mentally retarded
- ★★ Educating the deaf in the
Provincial School for the Deaf



Special Services

(Consolidated by K. T. McKie, Supervisor of Special Education)

Special Classes in the Schools

School boards and professional educators throughout Alberta have continued to provide for more and more students who need help beyond that available in the regular classroom. Besides continuing to diversify the types of classes and to serve a growing number of children, the four largest school systems are consolidating and refining their pupil personnel services to a point where they compare favorably with such services anywhere in North America. There was the usual good cooperation among the various school boards in dividing the specialty areas and in admitting to their special classes children from districts not providing that service.

The number of non-urban special classes again increased over the previous year. This movement has continued for some years now and more children are finding specialized help, often within their own school district. Impressive as the development of special services is, many children have not yet been reached.

Increasing numbers of teachers are taking training in this specialized field. A considerable number of immigrant teachers with specialized training are serving in Alberta special classes. Again, it must not be assumed that all special class teachers are fully trained. The three Alberta universities, however, are helping to overcome the problem of undertrained or untrained staff.

Classes for Mildly Retarded Children

Mildly retarded children are usually termed "educable mentally retarded". They form the largest group of handicapped children and attend "opportunity classes". These children cannot achieve academic work beyond the Grade III to VII level by school-leaving age although they perform closer to normal standards on non-academic tasks. A special curriculum is used which is suited to their needs and their learning abilities. All special classes outside the Calgary and Edmonton systems are of this type.

In 1969 the Department paid grants for 224 opportunity classes with a total enrolment of 2,647. This was an increase of thirty-two classes over 1968 or 16.6 percent. The enrolment for 1969 shows an increase of 295 over 1968, representing a percentage increase of 12.5.

In 1964 there were ninety-eight classes with a total enrolment of 1,295. In the five following years the number of classes and pupils has more than doubled.

In 1969 Edmonton and Calgary accounted for fifty-six percent of the total number of classes for the mildly retarded and fifty-five percent of the total enrolment.

Classes for Children with Special Problems

Many children of normal or above normal intelligence are unable to make satisfactory progress in the regular classroom because of some handicap or combination of handicaps — sensory, physical, medical, emotional, perceptual, neurological, psychological or undefined. Many of these children are in segregated classes which serve the children's primary handicap. Some others are given the special attention they require by itinerant teachers who visit the children at home, at school, or at the hospital. Some services are provided at central points and the children come to these centers for short periods of intensive work before they return to their own classes.

The four largest school systems, which offer these special services, provide ancillary personnel to assist regular and special class teachers in working with children. Among these ancillary personnel are psychologists, diagnosticians, social workers, speech therapists, remedial reading teachers and consultants.

A small but significant step toward diversification occurred when a non-urban school board provided homebound instruction for a severely handicapped student.

In 1969 the Department paid grants for 131 of these classes enrolling upwards of 1,079 children.

Visually Impaired Children

Some children who are blind need the education provided by a school for the blind. These children were maintained at the expense of the Department of Education (tuition, travel and subsistence) at residential schools for the blind outside the Province of Alberta — six at the Ontario School for the Blind, Brantford, and twenty-three at Jericho Hill School in Vancouver.

An increasing number of blind students returned to or remained in Alberta schools during the 1968-69 school year. The library of brailled and taped textual material established by the Department of Education with the co-operation of the Canadian National Institute for the Blind has contributed greatly in making it possible to educate blind students in Alberta. Some students with limited vision are gradually being retrained to read and write braille effectively without having to leave the Province of Alberta.

The Department continued to lend magnatype, braille and tape recorded books to visually impaired students throughout the Province.

Preschool Classes for Hearing Handicapped Children

Hearing impaired children profit from early identification and specialized training designed to overcome the limitations attendant on hearing loss. The Calgary Public School Board absorbed the preschool classes formerly operated by the Calgary Society for Hearing Handicapped Children. The Edmonton Public School Board provided space for the classes operated by the Edmonton Association.

Private Facilities for Children with Learning Disabilities

The Edmonton Aphasic Association operated a private school for young children with learning disabilities. The children of school age were eligible for grants under Section 5, Grant Regulations. A permanent school building was dedicated and renamed the Evelyn Unger School for Language and Learning Development.

Special Schools for Severely Retarded Children

Severely retarded children are usually referred to as "trainable mentally retarded". Trainable children attended schools operated by local Associations for the Mentally Retarded where physical and language development were fostered by special curricula and where socialization and some skill training were undertaken. Heavy financial support for operating expenses was provided by the Department and local school boards. One new school system began operation and two new schools were being planned.

Department assistance for capital costs was again available and three new school buildings were built — the Robin Hood School in Sherwood Park, the Lynn-Lauren School in Wetaskiwin, and the New Hope School in St. Paul. One school addition was begun and plans for another addition and for a new building were made.

Residential facilities have been added by the Lethbridge and Drumheller Associations, bringing the number of schools so served to three.

A major step in special education was taken when the two schools formerly operated by the Calgary Association for the Mentally Retarded were absorbed into the Calgary Public School system on January 1, 1969. This marked the first time a school board in Alberta took direct jurisdiction of trainable mentally retarded children.

In 1969, fifteen approved schools in this category employed 139 teachers and enrolled 775 pupils.

Special Projects

Three of the fourteen Centennial Projects developed by the Canadian Association for the Mentally Retarded are being carried out in Alberta. The Industrial Research and Training Center in Edmonton trains retardates for jobs in industry. The Vocational and Rehabilitation Research Institute in Calgary trains retardates to work in service trades. Both institutes now have permanent quarters. They received substantial grants from the Department to defray capital costs. The Center for the Study of Mental Retardation is housed in the University of Alberta. It is focusing on the preschool retardate.

Education of the Deaf

(As reported by F. W. Cartwright, Superintendent, School for the Deaf)

One hundred and twenty-four pupils enrolled on September 3, 1968. Of this number, twenty-four students registered as day students. The attempt at parent involvement in the care of the deaf child has resulted in an increase in the numbers of day students. Assistance is being provided parents in the form of a grant for transportation to and from the school.

For residential students whose homes are scattered over the Province, weekend visiting of friends and relatives was encouraged. Students from the Northwest Territories were able to go home only at Christmas-time but foster homes in the city have been provided for them.

The school continued to operate a full ten-month academic year with nineteen classes. The ages of these students ranged from five to eighteen except for one student who was granted an extension to complete studies toward gaining entrance into Gallaudet College.

Seventeen students reached the age limit of eighteen. Permission was obtained to have five students return to enter special vocational classes in Edmonton public and separate schools. Two more students are returning to complete their studies toward gaining entrance into Gallaudet College which offers university training for deaf people. These two were unsuccessful in the March, 1969, examinations but were commended for further study and another attempt at the examinations. Four students were successful and arrangements were completed for their admission and attendance into Gallaudet College. The rest of the students were given special training courses or participated in training-on-the-job programs. Most of the students had obtained employment before the close of the school year.

Attempts were made to provide training for further employment. Students were integrated into the public and separate high schools. Work Experience Programs were developed both within the school and in industrial plants and businesses in the community. Tours were conducted to provide an opportunity for students to study the different kinds of job available to them.

Physical education classes were conducted in the Junior Wing classes by a specialist in physical education. Development of the body and an interest in athletics was a major part of the program and participation of the students in athletic leagues in the city of Edmonton was high. The junior and high school age groups participated in the city leagues for soccer, volleyball, basketball, track and field events and wrestling. The girls participated in the volleyball, basketball and track and field events. In one of these they gained the league championship and reached the semi-final playoffs in another.

A complete program continued to be provided by a full complement of staff for residential child care, food services, medical and dental care.



OTHER SERVICES

- ★★ Examinations and records
- ★★ Operational research
- ★★ Education by correspondence
- ★★ Financial assistance to students
- ★★ Certification of teachers
- ★★ Supplying school textbooks
- ★★ Providing curriculum resources:
ETV, radio, films, and other media

Examinations and High School Records

(As Reported by S. T. Nichols, Supervisor, Examinations Branch)

Semester Examinations

For the first time information on semester examinations for Grade XII is included in this report. During the past four years semestered schools have increased from six in 1966 to almost 200 in 1969. Dividing the school year into two semesters required the preparation of a full set of Grade XII examinations for administration at the end of January. This was in addition to those prepared for administration at the end of June and mid-August. In January 1969, some 10,700 students wrote 27,335 papers. In June 18,353 students wrote 51,397 papers and in August 4,429 students wrote 6,022 papers. A total therefore of 33,482 students wrote 84,754 Grade XII examination papers.

Grade IX Examinations

A total of 26,486 students wrote the six standard Grade IX Examinations at the end of June. These were Reading, Literature, Language (English), Social Studies, Mathematics and Science. An additional 3,435 students, by special arrangement with the Department opted out of the writing of Grade IX examinations. Another 338 wrote some or none of these examinations and were treated as special cases. Five-hundred sixty schools offered Grade IX subjects. Of these 533 were used as centers to write examinations.

During the year a major policy change was made with regard to Grade IX Examinations. These tests no longer would determine whether or not a pupil passed or failed Grade IX. Rather, the results of these examinations would be supplied to individual schools to be used in guiding the pupil in his future academic career. The time of the administration of these tests, therefore, was moved from the end of June to the middle of March. These tests would continue to be based upon the taxonomy of educational objectives derived for that particular subject, as identified in Bloom's Taxonomy of Educational Objectives — generally in the Cognitive Domain but for Literature, the Affective Domain as well. They would, however, increasingly take on the aspect of power tests covering a wide range of concepts of varying difficulty and drawing on subject matter relevant to many grades. They would continue to be standardized on the total or near total population of Grade IX pupils in Alberta.

In addition to its examination activities, the Branch performed the following services:

Issued 7,000 high school diplomas, including 6,883 to matriculants.

Issued over 34,000 transcripts of high school marks.

Made evaluations, for the purpose of granting of high school credit, of 637 documents of standing in music in recognized academies and private schools.

Evaluated 3,353 documents of high school standing from outside Alberta.

Operational Research

(As reported by J. E. Reid, Director of Operational Research)

During the past year the Operational Research Branch continued to give assistance to other branches, divisions and committees of the Department of Education. Assistance was given to:

The Examinations Branch

Statements of standing in high school subjects for individual students were processed. Raw scores on the Grade IX Departmental Examinations were transmuted as in previous years. Transmutation scales for Grade XII Departmental Examinations administered in January and June, 1969, were anchored to the abilities of students

within each of the examination subjects administered.

Statistical analyses of a sample of students who wrote the Grade IX Departmental examination battery were provided for the Test Development Officer showing correlation matrices between subjects as well as particular examination subjects with ability test scores. Item analyses for machine-scored items on examinations were also provided.

The Students Assistance Board	The initial study on the feasibility of an effective data processing system to serve the needs of the Students Assistance Board was carried out. Statistical assistance was also given in the processing of student loans provided by the Federal and Provincial Governments. In cooperation with Dr. Fair, a continuing study on the data used in the assessment of these Provincial and Federal Government loans was processed and partially analyzed.
School Administration	At the request of the field office staff of the Division of School Administration, assistance was given in the collection of data regarding a study on rural transportation.
Minister's Committee on School Finance	Assistance was given to this committee by developing a computer program based on a classroom unit concept which would simulate the amount of grant for each of the school authorities in the Province.
Data Processing Planning Committee	Meetings with school boards, Alberta Teachers' Association, Alberta School Trustees' Association, Provincial Data Center, and Department of Education branch representatives were held to consider the design and implementation of a data bank and to determine the information required for a pupil file, a teacher file and a school organization file. — At the request of the Supervisor of Industrial Arts a detailed study on Industrial Arts course patterns was carried out. — At the request of the Business Education Committee a study on student programs was conducted. This study provided the Committee with information relative to a number of students in various patterns of business education courses. — This office cooperated with the Alberta Advisory Committee on Educational Studies in designing, collecting and analysing a study which replicated that done in 1958 by the Royal Commission on Education on the Alberta teaching force. — University and High School Articulation Committee At the request of this Committee the Branch conducted the second phase of a study involving a sample of students who entered Alberta post-secondary institutions in September, 1966. — The Branch conducted a study on the work-load of the teachers in the County of Grande Prairie to assist both the teachers and the county administration during the recent disagreement on noon hour supervision in the county schools. — The Branch conducted the third phase of the follow-up study of Grade IX students who were admitted to high school programs although they had not been granted a Grade IX diploma.

- The following studies were completed for the High School Matriculation and University Entrance Examinations Board:

The results of all Grade XII students were analysed to determine the number of students who were eligible for entrance into a university in Alberta. In addition to analysing the results for the total population, an analysis was conducted by geographic area, sex and the number of years that a student was in a high school program. The results of all non-examination subjects in Grades X, XI and XII were analysed according to school size to determine the promotion practices in effect in the schools.

For every student in each subject the score obtained on the Departmental Examinations in either January or June, 1969, was compared with the corresponding principal's confidential mark to determine the extent of the discrepancy between the two.

Service to school systems	A definite increase in the processing of item analysis and local norms was experienced. A total of 494 item analyses were provided, 56 local norms were calculated and approximately 175,000 answer sheets were submitted for scoring only.
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Education by Correspondence

(As reported by Berthold Figur, Director, Correspondence School Branch)

During the year 1968-69 the Correspondence School Branch continued to render a valuable and far-reaching service to students both within the Province and in other parts of the world. The table below shows the rapid growth in the service provided as reflected in increasing enrolments. In a period of six years the total enrolment has jumped from 12,184 to 17,480, an increase of forty-four percent. Most of this increase was caused by rising high school enrolments which account for nearly ninety percent of the total (in 1969, 88.7 percent; in 1963, 85 percent).

Enrolments in Correspondence School Courses for Three Selected Years

School Year	Elementary School	Junior High School	Senior High School	Total
1962-63	409	1,407	10,368	12,184
1965-66	647	1,272	13,015	14,934
1968-69	492	1,482	15,506	17,480

The most significant changes from the previous year in the type of student served were:

- A very substantial reduction in the number of students in schools in Grades VII, VIII or IX taking correspondence. In 1968 there were 1,246 of these students; in 1969 only 336.
- There was a drop in the number of students outside Alberta taking correspondence courses. In 1969 there were 561 of these students as compared with 834 in 1968.
- There was a sizeable increase in the number of adults taking correspondence. For 1969 a total of 7,358 compared with 6,041 in 1968, an increase of about twenty-two percent.

- There was also a significant increase (seventeen percent) in the number of students in high school who supplemented their programs with one or more correspondence courses.

The Correspondence Branch continued to give service to supervised correspondence centers made necessary where qualified teachers could not be obtained. In 1968 there were thirteen in operation; in 1969 eleven.

The visiting teacher provided a very valuable service for the Branch. She travelled many miles contacting and helping students who needed special help, advice or encouragement. She also visited hospitals, correctional institutions and school board offices. In the course of her duties she made well over four hundred (469) of these visits.

Staff mobility continued to follow the general trend. Twenty-six teachers were appointed to the staff; four for temporary terms. Twenty-seven teachers left the staff. In all, 115 teaching positions, excluding eighteen summer positions, were operative during the year. Among the clerical and printing staff, where forty-seven positions were operative, there were sixteen appointments and twenty terminations between July 1, 1968 and June 30, 1969.

During the 1968-69 school year there was a heavy concentration on course preparation. This work resulted from four influences: (1) curricular changes, (2) updating of existing courses, (3) addition of new courses, and (4) adaptation of course material to adult needs. In all, three new courses were prepared at the elementary level, three at the junior high school level, and sixteen at the senior high school level. Two elementary and four senior high school courses underwent major revision. In addition, special preparatory lessons were added to two courses at the junior high school level and to one at the senior high school level.

The total enrolment in the 1968 summer session was 1,839, about the same as the total of 1,841 in 1967. Again, eighteen extra teachers were employed to help with the increased teaching load.

Of the 1,839 students who enrolled, 1,095 completed one or two subjects, and wrote final tests; another forty-three, who enrolled mainly for the purpose of improving their background, completed their courses but chose not to write the final tests.

Financial Assistance to Students

(As Reported by C. G. Merkley, Chairman, Students Assistance Board)

Financial assistance to students is of three main kinds:

Awards to students in the form of grants, scholarships, prizes, bursaries and fellowships from the provincial government.

Loans to students under Canada Student Loans.

Loans to students under Province of Alberta Loans.

Assistance is available for students from high school through post-graduate study in university.

During the past year provincial loans to students were arranged in a new way. Formerly the Government loaned money directly to the student and was responsible for collecting money in repayment of these loans. In 1969 the procedure was changed. The student applied for a loan through the Students Assistance Branch of the Department of Education. Once the Board ratified the loan, the student could borrow money under very favorable terms from any chartered bank or treasury branch.

Figure 1. below shows the remarkable growth in the number of students receiving assistance. In four years, 1965 to 1969, the number receiving assistance had risen by 12,253 an amazing 262 percent. The rapid growth of financial assistance is further demonstrated by the fact that in 1969 the number of students receiving aid rose by twenty-two percent. Figure 2. shows the dramatic increase in amounts of money awarded or loaned to students through Students' Assistance. In 1965 the total amount processed was \$3,851,900. By 1969 this had increased fourfold to \$14,871,000.

Alberta students have had an enviable record in repaying their student loans. In the past five years a total of \$18,823 in loans has had to be written off. This represents only .003 percent of the total amount in loans awarded. In addition, about 1,500 loans were in arrears at the end of 1969.

NUMBER OF STUDENTS RECEIVING FINANCIAL ASSISTANCE 1965 - 1969

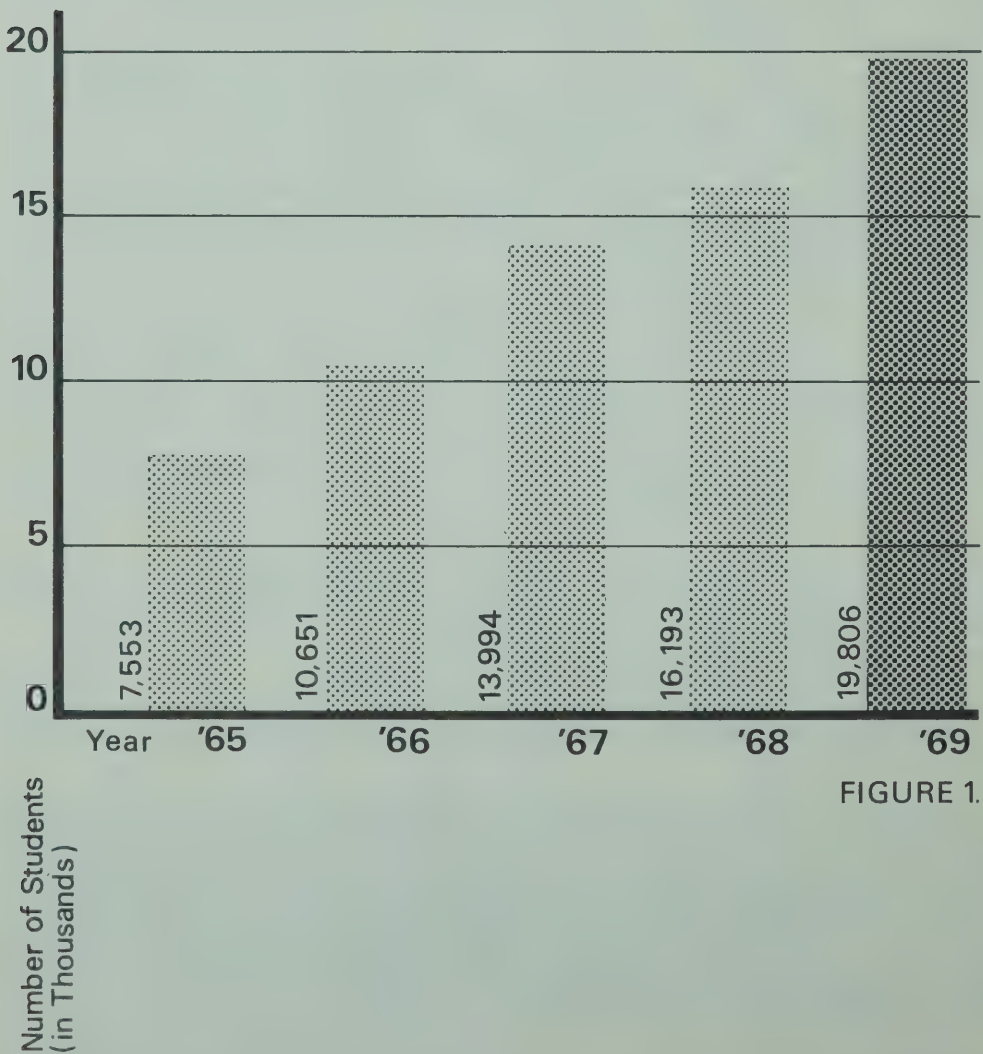


FIGURE 1.

AMOUNT OF MONEY EXPENDED ON STUDENT ASSISTANCE 1965 - 1969

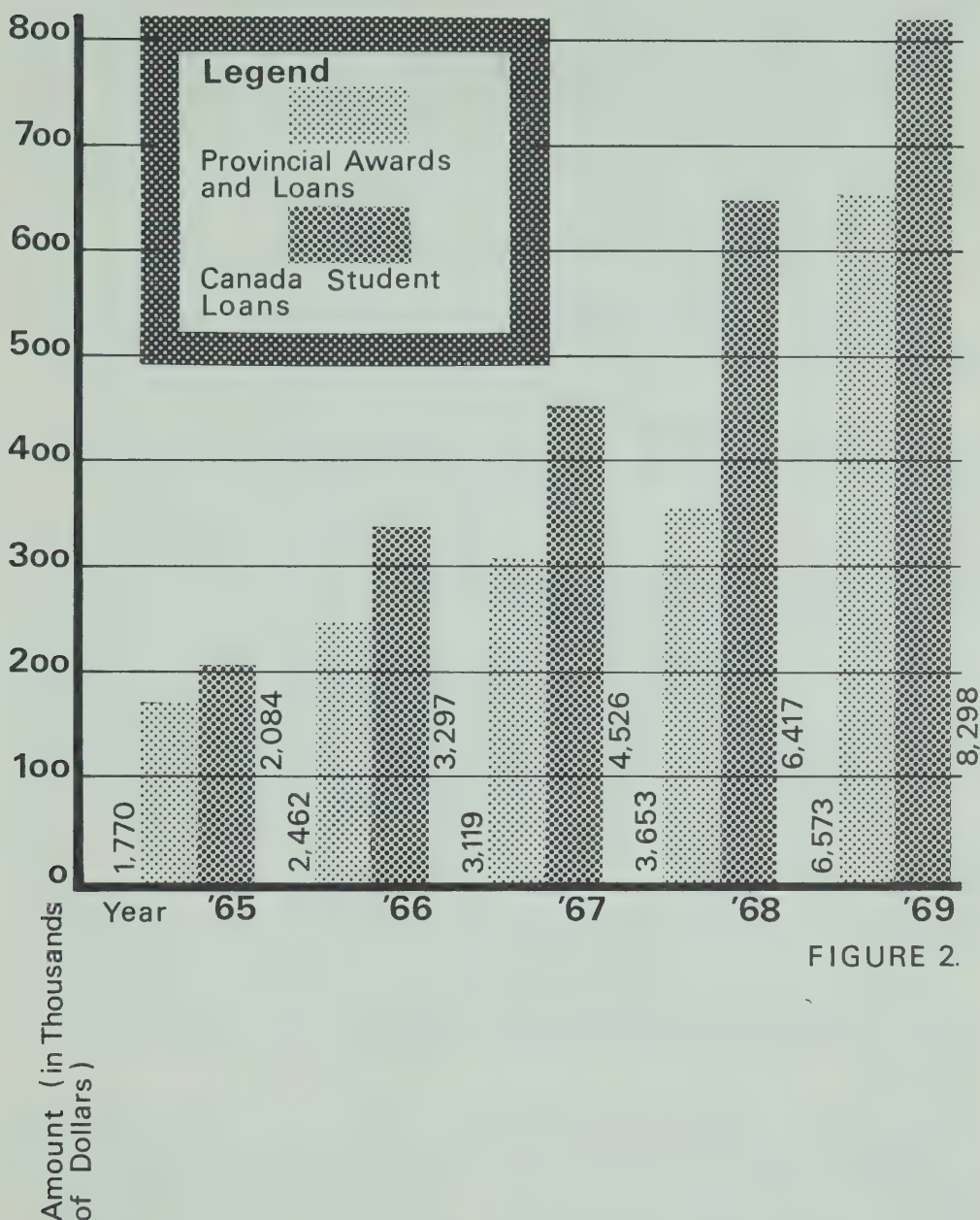


FIGURE 2.

An important facet of the program of financial assistance is the help given to the children of deceased and disabled men who served in the Canadian Armed Forces during World War I and World War II. This program is provided for in the Education of Service Men's Children Act and administered by a Board established by the Minister of Education with Mr. C. Kellner as secretary.

Total expenditure in this program for 1969 was \$64,233 an increase of 6.5 percent over the previous year. The average allowance per month was \$15.45.

Four-hundred thirty-four students in Grades IX to XII inclusive received assistance, and the program appears to be levelling off as far as numbers are concerned. The amount of allowance paid tends to reflect the general economic situation and while numbers of students may begin to decline in future years the amounts expended may not show a similar downward trend.

Certification of Teachers

(As reported by J. I. Sheppy, Registrar)

The office of the Registrar is involved in teacher certification in the following ways:

- Issues certificates of qualifications to teach.
- Administers the regulations governing the certification of teachers.
- Assesses the credentials of teachers from outside Alberta applying to teach in the Province.
- Maintains records of professional standing and teaching service of all teachers in Alberta.
- Issues professional statements.
- Evaluates documents of secondary school students coming to Alberta from other countries.

The Registrar is secretary to the Board of Reference and to the Board of Teacher Education and Certification. He is also in charge of the teacher exchange program.

General Teacher Certification

Detailed statistics on teaching certificates are contained in the supplement. In summary:

- A total of 8,217 certificates were issued, an increase of fifteen percent over 1968.
- Of this total 4,056 or almost half were professional certificates, an increase of twenty-five percent over 1968.
- Seventy-nine percent of all certificates were issued to teachers in Alberta, twenty-one percent to teachers from other provinces or other countries.
- Of certificates issued to out-of-province teachers 918 or about fifty percent came from other Canadian provinces, and over half of these (573) were from Saskatchewan. Another twenty percent (351) were from the British Isles and Ireland, and ten percent (174) from other Commonwealth countries. Fifteen percent (250) were from the United States of America and the remainder from other countries.
- A total of 21,577 certificates were held by teachers under contract, an increase of 1,719 or about nine percent over 1968, and an increase of thirty-seven percent in five years (1964 - 15,747).
- In 1969, a total of 9,114 university degrees were held by teachers. This is an increase of 12.6 percent over 1968.
- There was a decrease in the number of Letters of Authority issued. (1,139 in 1969 as compared with 1,305 in 1968, a drop of about thirteen percent.)

Three teacher exchanges were made with the United Kingdom in 1968-69. In addition, five English-French exchanges were made.

The Board of Reference handled one application during the year: it was settled in favor of the teacher.

The Provision of School Texts and References

(As reported by W. F. Logan, Manager, School Book Branch)

From a small beginning fifty-two years ago, the School Book Branch has developed into an integral part of our education system. The main object of the Branch is to purchase and distribute school books promptly, efficiently and at the lowest possible prices to school systems within the Province. The Branch operates on a non-profit basis; it is, however, self-sustaining since all its operating costs are paid from a modest mark-up on the books it sells.

The following points are significant in the operation of the Branch during the past year.

- Total sales up sixteen percent over last year; now standing at \$4,566,264.43.
- Purchases for the year amounting to \$4,680,322.51.
- Inventory at March 31, 1969 of \$1,699,651.87; about 36.5 percent of total sales.
- Increase in inventory value over last year \$666,955.81.
- Net profit, \$20,363.56 or one-half of one percent of the total sales.
- Total operating expenses \$439,798.88 (about 9.6 percent of total sales; about 10.9 percent based on invoice cost of goods sold).
- The School Book Branch serviced eighty-four retail outlets with a total volume of sales of \$283,492.56.

At the end of the fiscal year the School Book Branch discontinued the stocking of library books listed in the approved reading lists of the Department of Education. This action was taken after a survey indicated that most school boards no longer needed this service. For the same reason the Branch did not continue its special order service. Books listed in the Elementary Social Studies Catalogue, however, will continue to be stocked by the Branch.

The textbook rental plan is explained in detail in the Annual Report of the Department for 1958. School boards, to be eligible, must either supply the books to students free or at a rental fee that does not exceed one-third of the net cost of the books to the board. The School Book Branch offers a special discount of forty percent off the retail price on textbooks which are used in the rental scheme. In 1969 the Government subsidized the textbook rental plan to the extent of \$598,544.20. Rental plan sales amounted to more than fifty percent of total sales of the Branch. The exact amount was \$2,394,176.80.

The School Book Branch operated book stores in the two Institutes of Technology. Below is a summary financial statement of these operations.

	NAIT	SAIT
Gross Sales	\$313,368.45	\$239,293.00
Net Purchases	244,594.75	202,841.16
Operating Expenses	33,526.27	36,325.27
Based on sales	11.1%	15.1%
Based on cost of sales	13.2%	18.6%
Inventory March 31, 1969	\$126,004.69	\$ 97,442.96
Freight Expenses	3,389.56	2,651.34
Net Profit	20,620.44	3,953.60
Percent Profit Based on Sales	6.5%	1.6%

A major change was instituted in the distribution of school reading texts free of charge to the schools. Prior to 1968 school boards had been given a grant based upon the number of pupils enrolled in Grades I to VI exclusively for the purpose of buying authorized readers. In August, 1968, regulations were amended to provide a special grant of \$2.00 a year for each pupil enrolled in Grades I to VI for the purchase of reading materials. The school board was permitted to use the money provided by this grant to buy whatever reading materials it deemed suitable.

Audio Visual Services

(As reported by L. T. Shorter, Supervisor)

The Audio Visual Services Branch serves as a central source of specialized curriculum materials for the schools of the Province. In addition to producing and broadcasting daily radio and television programs during the school year, the Branch makes available a library service in projected and recorded lesson materials and provides consultative services in the proper use of all instructional media.

Both the School Broadcasts and the Visual Education sections include a co-ordinator and an assistant co-ordinator. A publications officer prepares print materials in support of all of the Branch's services.

Curriculum Materials Library

Demand upon the Branch's 16mm. film library continued to increase heavily during 1968-69. Requests increased by seventeen percent, bookings increased by seventeen percent, while unfilled requests increased by six percent. To accommodate the increased traffic within budgetary restrictions, reorganization of internal procedures and distribution patterns was undertaken. Restructuring will continue into 1970, including a new service-basis for Calgary and Edmonton schools which was negotiated in May, 1969, to take effect in September. This change will see approximately twenty percent of the Branch's films placed permanently in the Calgary and Edmonton systems, with the balance of the library being reserved for the exclusive use of the remaining schools of the Province.

A further 1969 development saw the Branch take over a designated group of Department of Health films when that department decided to discontinue its service to schools.

New controls were placed on the Branch's 35mm. film-strip library to ensure its use as a preview facility rather than a regular loan service.

School Broadcast Services

Radio Two arrangements are maintained for the production and broadcast of curriculum-based radio programs to Alberta Schools:

CBC arrangements — By agreement with the CBC all indirect production and broadcast costs are absorbed by the corporation while the Branch pays the direct costs of scripting and performing. Programs are produced both independently by the Branch and jointly in conjunction with the three other western provinces. Other programs are produced by the CBC nationally, in consultation with all provinces.

The CBC radio programs were heard at 2:03 p.m. every school day from mid-October to the end of May over CBX, Edmonton and CBR, Calgary.

CKUA arrangements — The Branch rents the production facilities of CKUA in order to produce fifteen minute programs which are then broadcast by that station from October to April at 11:00 a.m. each school day. During 1968-69 these programs were rebroadcast by radio station CHEC, Lethbridge as a public service.

Each teacher intending to use a radio series registers his classes with the Branch. Based on these registrations, the average Alberta student listened to approximately 11.5 Department of Education radio programs during 1968-69, down slightly from 13 in 1967-68. These figures do not include a relatively small audience in unregistered classrooms, and a large home audience.

Television By agreement with the CBC, all indirect production and broadcast costs are absorbed by the corporation while the Branch pays direct expenses for such things as performance fees, scripts and special materials. Programs are produced both independently by the Branch and jointly in conjunction with the other three western provinces. Other programs are produced by the CBC nationally, in consultation with all provinces.

The CBC school television broadcasts were viewed at 10:00 a.m. each school day from mid-October to the end of May, and were carried by the full Alberta CBC network. Each teacher intending to use a television series is requested to register his classes with the Branch. Based on these classroom registrations, the Average Alberta student viewed approximately five Department of Education television programs in 1968-69, up from 4.8 in 1967-68. These figures do not include a large audience in unregistered classrooms and the even larger home viewing audience.

Tape Dubbing Library The Branch catalogs many of its radio programs in an audio tape library and provides dubbed copies to those schools wishing to use the service. In addition, certain Modern Foreign Language tapes are placed with the Branch by the Curriculum department so that dubbed copies can be made available to individual schools. The dubbing center also provides copies of Audio Comprehension final examinations and special services to the Correspondence Branch and to blind students. In 1968-69, the total number of copies dubbed rose to 17,068, an increase of 75 per cent over 1967-68.

Instructional Materials and Consultant Services

An important function of the Branch involves assistance to schools and teachers in regard to the procurement of hardware and instructional materials together with advice on the effective use of these instruments in the classroom. The Branch acquired selected items for evaluation and demonstration purposes. Staff members were utilized as resource persons to assist at over 60 teachers' institutes and workshops and acted as consultants for school boards and teachers on hundreds of occasions.

Publications

Visual Education Service	Catalogs and descriptive lists were prepared for all items which are available to schools from the Branch, i.e. films, filmstrips, slides and tapes. These are printed every two years, and were supplemented by annual lists of new materials added to the Audio Visual Services Branch resources inventory. Guides were prepared for all items which require them. In addition a regular news publication "Signpost" was published three times a year and sent to all audio visual co-ordinators and principals in the Province.
School Broadcasts Service	Radio and Television Calendars — 23,600 calendars were printed and distributed to all teachers in Alberta. Teacher Guides — 6,000 Radio Guides and 5,000 Television Guides were sent out on order. Classroom Support Materials — to ensure proper use of school broadcasts, over 236,000 pamphlets and pre-view folders were supplied, on the request of teachers.
Catalogs	A comprehensive tape catalog for Grades I to XII was printed and distributed to every school in Alberta. This catalog listed more than 1,700 radio program titles on master tapes in the library of the Audio Visual Services Branch.

Alberta Pilot Projects for Television in Education (APPT)

The Alberta Pilot Projects involve separate pilot programs in a variety of situations. It is anticipated that evaluations of these pilot programs will yield guidelines for a Provincial ETV policy after June, 1970. The projects are administered by the supervisor of the Audio Visual Services Branch.

CARET (Calgary and Region Educational Television) a non-profit company of which the Department of Education is a member, consists of a four-channel, 2500 MHz system broadcasting to, and producing for, twenty-four Calgary elementary and junior high schools. First broadcast was in May, 1968. Studios are located in the Southern Alberta Institute of Technology. Future plans will likely involve feed to a local CATV system.

MEETA (The Metropolitan Edmonton Educational Television Association) a non-profit company of which the Department is a member. MEETA will go on air in early 1970 as Canada's first community ETV station. Forty hours per week of programming will be transmitted on Channel 11, reaching an audience of 500,000 within a sixty mile radius of Edmonton. APPT completed negotiations with the CBC for this service and has contracted three years of air-time, including prime evening hours, for MEETA.

COMET (County of Mountain View Educational Television) a county program which the Department subsidizes, consists of a one-channel 2500 MHz system broadcasting to seven schools in Didsbury, Carstairs, Olds, Cremona and Sundre. Production and broadcasting facilities opened in September, 1968, and are located in the county offices at Didsbury.

SAETVA (The Southern Alberta Educational Television Association) a non-profit consortium of twenty-four educational authorities in Southern Alberta. The Association, during 1969, circulated six video tape recorder-playback "packages" among its schools in a unique project involving in-service teacher instruction and student curriculum enrichment.

Rural Reading

A special instructional project in Developmental and Remedial Reading at the grade nine level was undertaken by APPT. A thirty-program television series entitled "Read Your Way Up" was distributed on video tape to seventeen small rural schools — from Manyberries in the south to Dixonville in the north. APPT supplied the video tape playback equipment, support materials, training services and supervised research with both experimental and control groups. Teachers welcomed assistance in this highly specialized subject area and the results showed considerable improvement in the TV instruction over the non-TV. Costs of distributing the video tape series were one third the costs of distributing by film.

Dubbing Project

In 1969 APPT began assembling video tape dubbing facilities for joint use among its pilot projects and for open access by all the schools of the Province. During the year there were some eighty-five video tape recorders being used in Alberta schools.

A progress report on Alberta ETV development will be available after December, 1969. It will report on the pilot projects in detail and put forward some initial policy directions which have been established as future guidelines by the Department of Education. Copies are available from: Publications Editor, Alberta Department of Education, 10820 - 98 Avenue, Edmonton 6, Alberta.

SCHOOL ADMINISTRATION

- ★★ Financing education through the
School Foundation Program
- ★★ Preparing major legislation
- ★★ Supervising the general administration
of schools, including:
 - ☆ Changes in school organization
 - ☆ Regulating school building
construction
 - ☆ Conducting special studies



The Alberta Foundation Program of School Finance

(A Brief Review by A. Bredo)

The present system of school support was introduced into the second session of the fourteenth legislature of the Province of Alberta in 1961. The Speech from the Throne for that particular session makes reference to the introduction of this new scheme of school finance and sets out very briefly the principles upon which it was based. These are listed here:

1. The main grant should be of an equalization type.
2. Its purpose should be to raise local school revenues up to some previously defined level.
3. The previously defined level, known as the foundation program, should be set realistically so that it compares closely to the cost of essential services at current prices.
4. All school units should raise tax funds at a common mill rate to provide their share of the foundation program.
5. The balance of the foundation program should be secured by grant.

The Foundation Program constitutes the Province's first attempt to establish a rationale for the financial partnership between provincial and local jurisdictions. Provincial support did exist prior to 1961. The Foundation Program, nonetheless, represents the Province's first efforts to establish a basis for provincial support that could be defended in terms of the principles outlined above.

The inherent principle of local autonomy to provide services beyond the minimal or basic program was reflected in the statutory right to levy supplementary requisitions. Supplementary requisitions are requested by boards to make up the difference between what is received from the Foundation Fund and the budgeted expenditure.

During the years dealt with here, some functions have been subsumed under the pupil factor inasmuch as the regulations are intended only to provide a schedule for distributing funds and are in no way indicative of amounts to be expended by school boards on particular operating activities.

Experience indicates, and this is illustrated by Figure a, that an effective distribution of funds can be made on the basis of teacher and pupil factors alone.

The level of support provided by the Fund is established by the Lieutenant Governor in Council having regard to the amount produced by the uniform levy on equalized assessments and the general revenues of the Province appropriated for it by the Government. Since budgeting for the Fund by the Province must be done as much as a year in advance, much reliance has to be placed on projected data respecting enrolments, teachers employed, debt servicing and the like. Any actual deviation from the projected figures produces either a surplus or a deficit situation for the Fund. Inasmuch as the Fund has no legislative authority for borrowing it becomes obvious that residual responsibility for financing of the Fund is that of the Province.

Graphic illustrations of the activities of the Fund and of expenditures on elementary and secondary education in the Province of Alberta follow:

Structure of Educational Finance in Alberta

- Revenues:
- A = Contribution to Fund from provincial general revenues
 - B = Contribution to Fund from the twenty-eight mill levy on equalized assessment
 - C = Amount raised by Supplementary Requisitions (local levies on property assessment)
 - M = Miscellaneous revenues — this small source is ignored for the sake of clarity of exposition
- Expenditures:
- A + B + C = Total expenditure on elementary and secondary education for any particular year
 - A + B = Monies disbursed from Fund under **Regulations** of the Foundation Program

Revenues Available to School Jurisdictions

- A - Provincial Support
- Provincial support has for its source the general revenues of the Provincial Government. The gradual increase in the amount of money represented by A reflects the growing involvement of the Provincial Government in the financing of public education. Support from general revenue has grown from a relatively insignificant proportion of the total expenditure on education at the beginning of the century to a point where it now exceeds fifty percent of this amount. Actual amounts have, of course, been influenced by the rising costs of education over the past several years.
- B - The Foundation Levy on Real Property
- If revenues from real property were used solely for "local" purposes, the concern for equity would be restricted to different classes of property and their value in relation to services, i.e. educational needs within the local governing unit. As soon as the Provincial Government undertook, however, to provide funds from a central fund to local jurisdictions with the aim of "equalizing" either services or tax effort, the comparability of assessments on a provincial basis became of paramount importance.
- As a consequence section 304a of The School Act, which provided legislative authority for creation of the School Foundation Program Fund, required municipalities to contribute to the Fund on the basis of "equalized" rather than actual or "live" assessment. Each municipal authority thus pays into the Fund on the basis of the uniform levy for education at a rate comparable to all others.
- The uniform levy established by the Lieutenant Governor in Council each year was initially set at thirty-two mills acknowledging the average requisition rates of the previous year. As a result of a later upward revision of assessment the provincial levy was set at twenty-six mills. This rate was maintained for three years. As school operating costs have risen the rate of levy on municipalities has risen by two mills every three-year period.
- The equalized assessment for all municipalities as indicated in Table A totaled \$3,031,162,677 exclusive of exempt properties.
- A local jurisdiction, as indicated earlier, contributes to the Fund on the basis of its equalized assessment. It receives money from the Fund depending mainly on its

number of pupils and teachers. The money it receives exceeds, in all but three cases, i.e. Banff, Lake Louise and Jasper, the amount contributed because of the support allocated to the Fund from general revenues. Some jurisdictions with high assessments per pupil contribute sixty cents for every dollar received in return; other lower assessment jurisdictions contribute only thirty cents for their dollar support. This thirty to sixty-cent spread is the essence of the financial scheme. Without such a variation no equalizing would occur and there would be little point in having a fund.

Table A

All Municipalities 1969

	Equalized Assessment
Land	\$ 951,467,255
Buildings & Improvements	1,554,824,583
Machinery & Equipment	117,661,373
Pipe Lines	183,121,920
Power Lines	33,945,744
A.G.T. Land	1,256,538
A.G.T. Buildings & Improvements	9,123,006
A.G.T. Works & Transmissions	17,325,476
Provincial Grant Land	32,983,460
Provincial Grant Buildings & Improvements	36,680,056
Federal Grant Land	9,635,579
Federal Grant Buildings & Improvements	45,093,642
Municipal Property Land	4,061,036
Municipal Property Buildings & Improvements	33,983,009
	\$3,031,162,677

Data Courtesy R. L. Cross, Department of Municipal Affairs

C - Local Supplementary Requisitions

Supplementary requisitions, the C factor of school finance, provide the budget balancing revenue in those systems where payments from the Fund do not meet operating costs.

Large supplementary requisitions may reflect low assessments, extensive services or high regional costs. Certainly high supplementary requisitions violate the principle of equal opportunity underlying the Foundation Program Fund in that an area of low assessment requires a very high mill rate for a given level of expenditures per pupil.

The degree of equalization that has been attained through the application of the provincial levy on total equalized assessment has been reduced by the supplementary requisitions that have increased significantly in the past eight years. About one-half of the school jurisdictions had no supplementary requisitions in 1961. As expenditures increased the provincial average of supplementary mill rates rose from 6.2 mills in 1966 to 15.2 mills in 1968 (Table B).

Table B

Name	1967	1968
Divisions	9.40	14.80
Counties	9.87	15.63
Cities (Public)	8.37	15.40
Cities (R.C.S.)	8.18	14.58
Public School Districts	8.80	11.90
R.C.S. School Districts	9.65	17.56
Consolidated School Districts	8.07	13.48
	<u>8.86</u>	<u>15.20</u>

Expenditures have risen from 115 millions in 1961 to about 262 millions in 1968 and will likely increase to nearly 300 millions in 1969. Local contributions from 1961 to 1968 by the provincial levy increased from 52.4 millions to 79.6 millions and supplementary requisitions increased from 6.3 millions to 39.9 millions. The increase of assessment during the period was from 1.6 billions to 2.8 billions. Thus the relatively rapid growth of C has been an outstanding feature of recent financial trends.

As the need to secure revenues from increases in local levies, those jurisdictions with very low assessments face increased financial problems. In these jurisdictions not only is the revenue from supplementary requisitions low but costs may exceed those in wealthier areas as well. To illustrate: a jurisdiction with X number of students and a local property assessment of twenty-one millions will raise \$21,000 with a one-mill levy; a jurisdiction with a similar enrolment but with an assessment of three millions will secure only \$3,000. The important amount is the per pupil assessment, that is the value of taxable property behind each student. Thus, as the assessment per pupil decreases, the probability of special support being necessary increases. Nevertheless, only eight or ten low-assessment jurisdictions have been unable to operate within the revenue provided by the Fund plus supplementary requisitions.

A + B - Dis-
bursements
from the Fund

The monies in the Fund are distributed quarterly to school boards having regard to certain criteria. In 1961, at the inception of the Foundation Program, it was deemed essential, if relative equality of support was to prevail, that the bases for allocating funds (Table C) ought to be related as closely as possible to the major factors in the cost of operating schools. In that year, there were seven factors to which were allocated certain dollar values. The pupil and teacher factors represented about sixty percent of the Fund. In 1968, the pupil and teacher factors accounted for the distribution of almost eighty percent of the monies in the Fund.

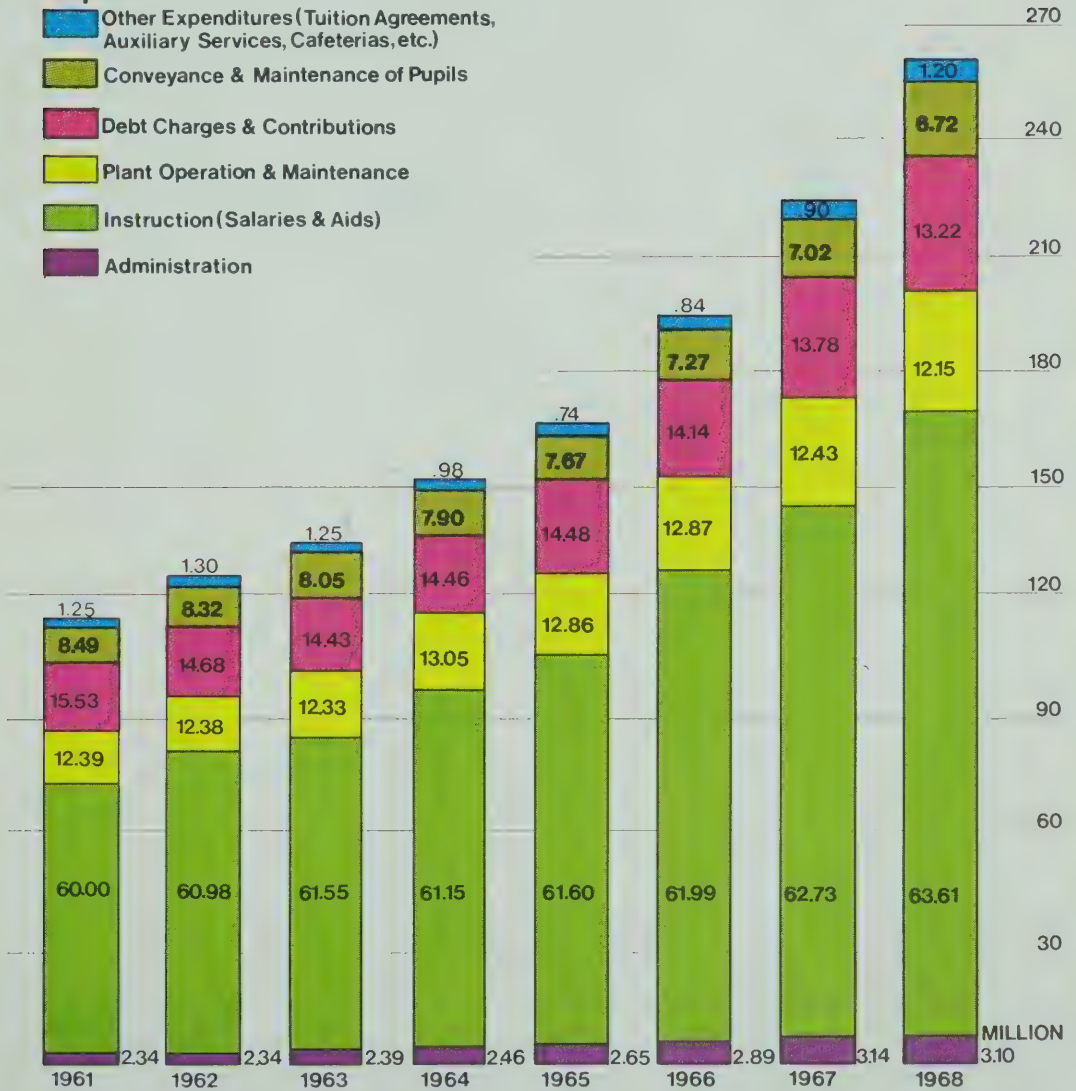
Table C

Bases for Distributing Monies From the Fund
— Comparative Values —

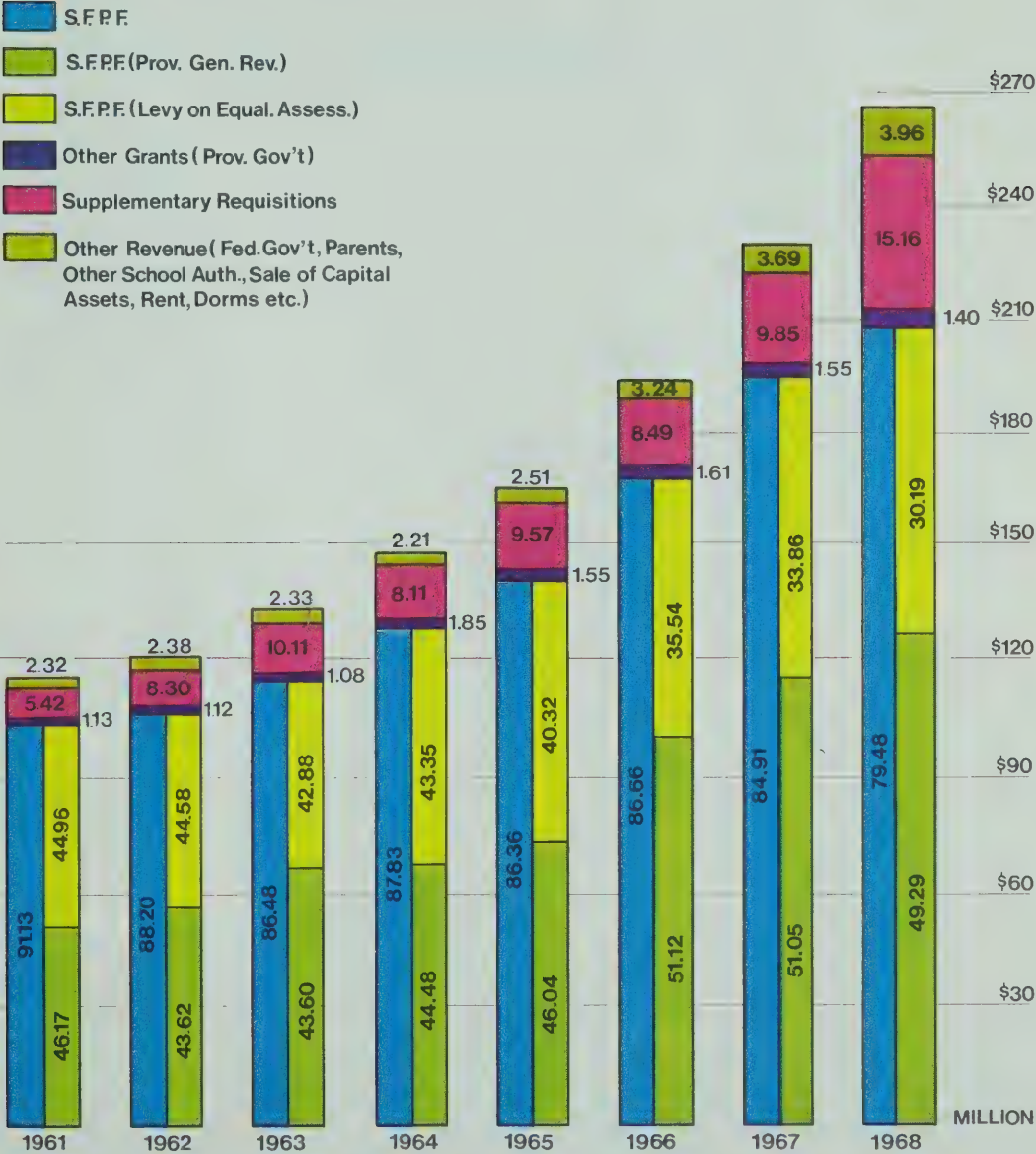
		1961 Regulations	1968 Regulations
Part A —	1. Pupils		
	Grade(s)		
	I - VI	\$ 105	\$ 266
	VII - IX	105	323
	X - XII	105	375
Years of Training			
Part A —	2. Teachers		
	Less than two years	\$2100	\$ 900
	Two yrs. but less than three	2400	1600
	Three yrs. but less than four	2700	2400
	Four years but less than five	3000	3400
	Five years but less than six	3400	3600
	Six years or more	3700	3900
	Allowances for designated supervisors, specialists, etc.	—	\$1500
Part B —	Maintenance of School Plant — Per Teacher	\$1000	—
Part C —	Instructional Aids & Materials — Per Teacher	\$ 300	—
Part D —	Transportation — Other than Cities		
	Transportation	Formula for determining the “district distance” of each pupil × \$11.00.	Three year moving average of the actual cost per pupil.
	Maintenance of Pupils (Boarding Allowance)	\$1.00 per pupil per day.	90% of actual cost.
	Transportation — Cities	Approved cost.	Actual cost up to \$95.00 per pupil or 90% whichever is greater but not to exceed 1967 rates.
Part E —	Administration	2% of the amounts determined under Parts A, B, C & D.	3% of the amounts determined under Parts A and D.
Part F —	Debt Retirement and Capital Expenditures.	\$47.00 per pupil or the actual eligible debt servicing whichever is the greater subject to subsequent recovery of the excess.	Eligible debt servicing established by the School Buildings Board or by the Dept. prior thereto.

Expenditures of School Board - Chart 1

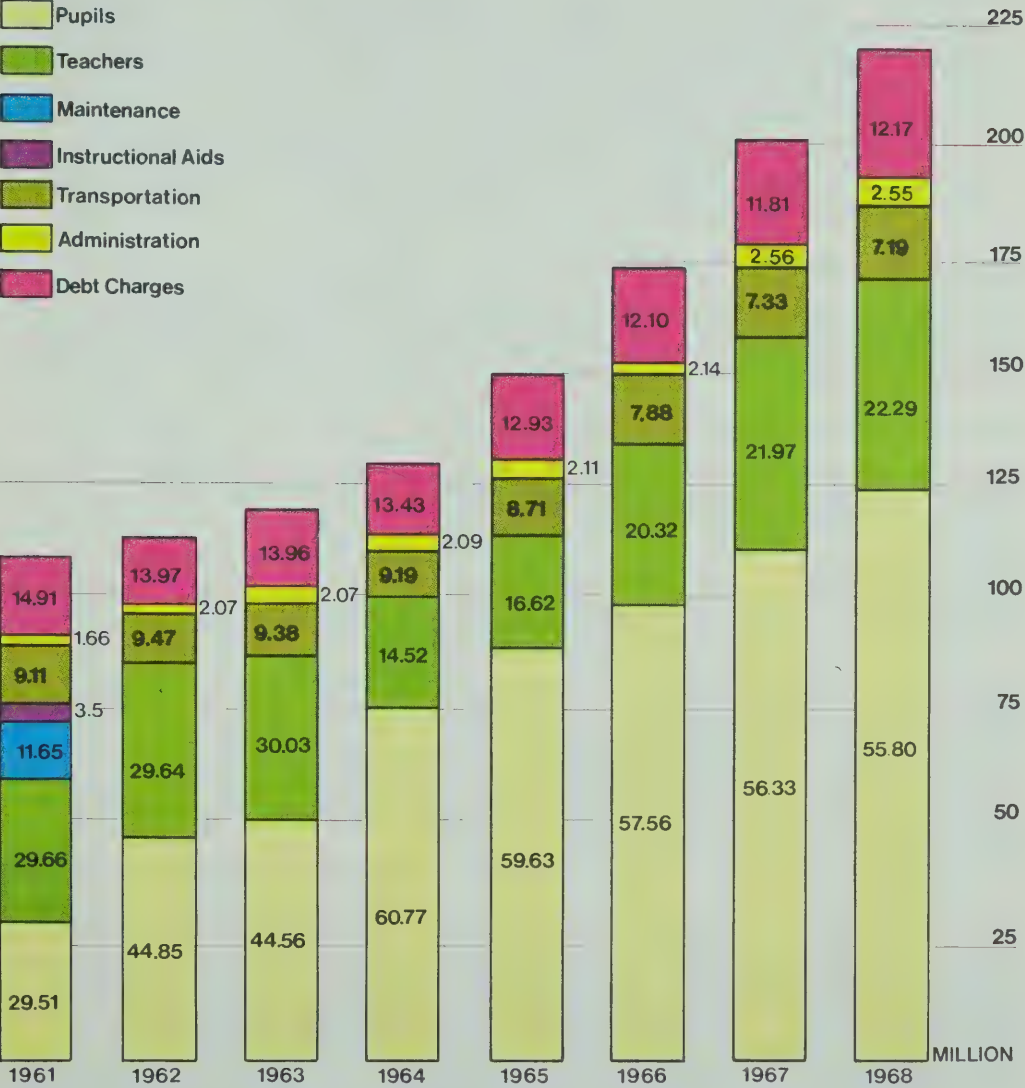
- Other Expenditures (Tuition Agreements, Auxiliary Services, Cafeterias, etc.)
- Conveyance & Maintenance of Pupils
- Debt Charges & Contributions
- Plant Operation & Maintenance
- Instruction (Salaries & Aids)
- Administration



Revenue of School Boards - Chart 11



Payments from School Foundation Program Fund - Chart III



Major Legislation

(As reported by Dr. L. G. Hall, Director of School Administration)

The School Act

Amendments were of a caretaker type and did not involve changes in principle. This was a result of the decision to rewrite the Act.

The Colleges Act

A new Act was passed replacing The Public Junior Colleges Act, the University and College Assistance Act and the Mount Royal Junior College Act. The main features were:

1. Existing public junior colleges became public colleges supported mostly by provincial funds. There was a change in the method of appointing college boards.
2. The Alberta Colleges Commission was established to act in a regulatory role in relation to financial affairs of the colleges, their capital programs, curricula and educational programs. Provincial funds will be distributed to the colleges through the Commission.
3. It made provision that provincially owned institutions such as agricultural vocational colleges and the institutes of technology in Calgary and Edmonton could, by order of the Lieutenant Governor in Council, be included as part of the college system.

The County Act

Provided for representation from each town and village included in a county for school purposes up to a number equal to but not in excess of the number of electoral divisions in the county.

The Student Loan Guarantee Act

This new Act provided for financial aid to students by guaranteeing loans made by a student with banks or treasury branches.

Other Acts

Amendments to The Universities Act and The Teachers Retirement Fund Act made changes clarifying policy or procedures.

Rewriting of the School Act

The rewriting of The School Act began on January 2, 1969, with the transfer of Superintendent B. L. Stringham of the County of Forty Mile to the Chairmanship of the Committee set up for this purpose. The Committee is comprised of the following members:

- A. B. Wetter — *Assistant Director of School Administration, Department of Education*
Dr. H. T. Sparby — *Professor, Department of Educational Administration, University of Alberta*
W. G. Schmidt — *Executive Director, Alberta School Trustees' Association*
R. D. Gruenwald — *President, Alberta School Trustees' Association*
H. A. Doherty — *Executive Assistant, Alberta Teachers' Association*
W. L. Hughes — *Alberta Teachers' Association*
S. T. Rusak — *Secretary, Alberta Catholic School Trustees' Association*
Dr. E. Mardon — *Home and School Association.*

Changes in School Organization

New School Districts

Five new public school districts, four rural and one town, and one rural Roman Catholic Separate school district, were established. The four rural public

school districts were included in divisions upon establishment, the separate school is independent operating by agreement with another district, and the new town district of Grande Cache is independent operated under an Official Trustee.

New Counties

The County of Parkland No. 31 was formed effective January 1, 1969, comprising the former Municipal District of Stony Plain No. 84, most of Improvement District No. 77 and part of Improvement District No. 78, and the Stony Plain School Division No. 23.

Inclusions

Forestburg Consolidated School District No. 45 was included in the County of Flagstaff No. 29.

Dissolutions

Two Roman Catholic Separate school districts, one rural and one village, were dissolved and reunited with the public school districts.

School Buildings Board

(As reported by J. H. Blocksidge, Co-ordinator)

Membership in 1968 remained as it had been since an Order in Council of 1966 appointed the following:

L. G. Hall, *Department of Education, Chairman*
J. M. Currie, *Treasury Department, Member (Vice-Chairman)*
J. S. Hrabí, *Department of Education, Member*
G. D. Menzies, *Department of Public Works, Member*
J. H. Blocksidge, *Co-ordinator, School Buildings Board, Member*
L. S. Grant *remained as Secretary.*

During 1968, there were forty-seven meetings, of which five were of full-day duration and the rest a half-day each. During the year, the Board declared \$42,679,765 of tendered costs of schools plus special allowances to be eligible for support, as against \$33,274,569 in 1967. Also, 1,852,640 square feet of new construction was recognized, as against 3,906,628 square feet in the previous year.

A revision of the "**Regulations** Pursuant to the School Buildings Act" took effect January 1, 1968. No change occurred in limits of support from the 1967 **Regulations**. Changes were minor in nature except that provision was made for special allowance of \$2 a square foot of new or additional library space towards books.

Special Studies

Transportation Study

In February, a regulation made under The Grants Act authorized the Department to engage a firm of consultants to develop a suitable formula for supporting the cost of conveying school-age pupils to and from school in city school systems. In general the study of transportation of urban school pupils undertook to examine:

- The present transportation systems, criteria and costs.
- The present criteria and in consultation with the Department and school boards attempt to obtain consensus or criteria of service which should be provided.
- The cost structure as it affects school boards in cities.
- The approaches adopted in other major Canadian cities.
- The significant information obtained to the conveyance operations in Edmonton and Calgary.

The firm of Kates, Peat, Marwick & Co. of Vancouver, British Columbia was engaged to do the study. C. Clapham was placed in charge.

Report of the Personnel Officer

(D. B. Pinckston)

The role of the Department Personnel Office is essentially of a service nature. Specifically, it is concerned with the implementation of appropriate personnel policies and programs; the acquisition, utilization and treatment of all employees in the Department; and the guidance and direction of all staff in matters of interpretation of personnel regulations. In discharging its duties, the department personnel office works within the framework of the Public Service Act and guidelines as developed from time to time by the Public Service Commissioner.

The importance of the department personnel function has become apparent as evidenced by two factors, that is, the growth of the department in terms of staff complement and the increased complexity of personnel administration due in part to increased participation by the work force in matters of personnel.

The personnel office has grown since its split, in 1966, from the general administration office when it was under the very capable direction of Mr. A. Bredo, Chief Administration Officer. The professional staff has now increased to two full time positions located in the central office and one full time professional position at each of the two Technical Institutes. As the department continues to grow so will the personnel function grow to meet the demands placed upon it.

As of June 30, 1969 there were 2,231 positions in the department, 1,760 of which were occupied. See Table I for tabulation according to appropriation. Promotions and in-service transfers within the department numbered 176. Appointments of personnel to senior positions have been reported in other sections of the Department Report.

Table I

Staff & Position Complement
Appropriation

Number of
Positions

Number of
Employees

1301	2	1
1302	61	52
1308	52	35
1312	3	3
1315	27	25
1321	108	98
1322	4	3
1323	15	14
1325	5	4
1326	8	3
1331	184	147
1332	94	79
1341	13	10
1342	26	22
1343	1	1
1344	14	9
1351	41	34
1355	649	510
1356	701	565
1362	39	25
1363	6	3
1364	7	1
1365	34	26
1367	34	26
1369	46	16
1372	7	5
5004	50	43
	2,231	1,760

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